

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The COVID-19 pandemic has affected the Richmond College Prep community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transition to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic. Our reflection process included surveying all stakeholders (students, parents, staff and our board of directors), attending state and county charter webinars and researching practices being implemented within districts and CMOs within the region. The Richmond College Prep LCAP Advisory Committee has met to provide feedback and input on plans for next year. Surveys about this spring and planning for next year were sent to teachers, classified staff, 5th-8th grade students and parents. The parent surveys were sent in English and Spanish. Richmond College Prep also held a school-wide Parent Town Hall meeting to go over in more detail our fall learning plan and schedule which included a question and answer session.

Stakeholder Engagement

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

Parents

We engaged our parents through multiple opportunities. We conducted an End-of-Year survey. Surveys were provided in English and Spanish. We held two virtual School Site Council meetings, including parents of English learners. TK-3rd grade held weekly virtual meetings with parents and additional teacher-created surveys. 5th-8th grade held a week of Parent Conferences in May to garner feedback and discuss student progress. Directors also held informal conversations with parents via phone and Google Hangouts. Our LCAP Committee,

which includes parents of English learners, also met via Zoom to discuss distance learning in spring and reopening plans for 20-21. An interpreter was provided.

Students

We conducted an End-Of-Year survey with students in grades 5-8, as well as weekly or daily surveys/empathy interviews administered by teachers through various means--Google Classroom, Padlet, morning meeting or Do Now questions.

Staff

We conducted an End-Of-Year survey with teachers, instructional aides and support staff tailored to each role. We also utilized one-on-one check-ins with teachers/directors to solicit critical feedback. Upper School staff also responded to informal polls through the Slack platform during the Spring semester (March-June).

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

Public meetings and public hearings were held virtually with call-in number options. We advertised them widely through our website, school door postings, “robo-calls” and text messages in both English and Spanish. An interpreter was used in the meetings.

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

Parents

We learned that our parents needed support with technology, such as tutorials and workshops. They expressed that students need occasional opportunities for students to catch-up. They requested that the school streamline learning management platforms, since it was confusing at times to use multiple platforms. They also expressed concerns for returning to campus for physical instruction. The hybrid model was not as desirable overall, but they were also concerned about childcare needs. Our parents of English learners appreciated our tutoring services that were ongoing though were disappointed at ELPAC being paused due to the pandemic.

Students

Students also expressed interest in streamlining the online platform for distance learning, and also for streamlining the organization of Google Classroom so there's consistency across subjects and where resources are located. Students wanted more opportunities to interface with other students and to do group work.

Staff

Our staff expressed a need for several types of structured time within our schedule. They needed additional time set aside for: preparation and recording of lessons, designated time to communicate with families, time to collaborate with teaching assistants and grade level teams, and professional development. Instructional Aides voiced the need for school-issued laptops.

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

Parents

To support our parents with technology needs, we created tutorials and initiated plans for parent workshops. We implemented a catch-up day for students (Friday). We streamlined our use of online platforms so there are fewer programs to learn and access. Considering both public health guidance and parent concerns, we put a lot of effort into plans for a robust distance learning program to ensure a quality program with maximized engagement for as long as necessary. We also addressed childcare concerns by providing referrals for community childcare options, available support for undocumented families, and connections to charitable organizations in the area.

Students

To address student needs, we streamlined both our use of platforms and the organization of Google Classroom so there is consistency across subjects. We built into our schedule student opportunities to interface with other students and do group work (breakout rooms in Zoom as well as Friday Study Hall). We aim to mirror the small group structure similar to our in-person instruction. We also created opportunities for academic check-ins and for grades 5-8 developed an Academic Contract for students who have less than 70% in a core subject for more than two weeks.

Staff

Our staff will now have additional preparation time from 8-9am on weekdays which will allow for collaboration with assistants, preparation for live classes, recording of lessons, and other options for communication with families. We also increased time for grade level collaboration and professional development on Fridays. Instructional Aides were given laptops to support with their online roles.

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.]

In accordance with current guidance and community context, we are opening school with a full distance learning model. We are, however, preparing to offer both hybrid and full in-person programs. We will consider public health guidance and community needs when making determinations about transitions.

When data indicates that it is safe for schools in our community to reopen and in consideration of the needs of stakeholders, we plan to offer a hybrid model that is comprehensive in scope and comparable in quality to our in-person instructional model.

For our hybrid schedule, our classes will consist of 15 students at a time in one of three schedule models:

- 1) Half day A/B
- 2) One week on - one week off A/B
- 3) 2 days A, 2 days B, Friday teacher prep/cleaning/professional development

In the hybrid schedule we will have dedicated time addressing learning loss. We will provide remediation in small group intervention both in and out of class provided by teachers, instructional aides, and directors. We will use assessment data as a basis for assigning tutors to support students who have experienced or are at risk of learning loss.

Our ELA, Math, ELD, PE and other content area instruction will continue to be offered in accordance with public health guidelines. Integrated ELD will be provided for English Learners throughout the day. We will implement our full program of standards-aligned curriculum and instructional resources in both hybrid and distance learning models. We will implement a systematic cycle of assessments and tiered intervention to measure learning loss and monitor progress.

We will provide explicit Social Emotional Learning instruction and activities and check-ins to support and monitor student social emotional well being and mental health. Our tiered interventions include supports for mental health.

We have established protocols to ensure the safety of students and staff that include access, screening, hygiene, protective equipment and social distancing. We have reserved one day per week without students for campus cleaning.

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

Description	Total Funds	Contributing
Janitorial Services	\$102,781	N
Personal Protective Equipment (PPE), sanitization supplies, and handwashing equipment	\$30,000	N
Additional aide for tutoring services	\$45,000	N
Instructional aides	\$470,277	Y

Distance Learning Program

Continuity of Instruction

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

In our distance learning schedule, the school day goes from 8am to 3pm daily on weekdays. 8-9am is time for students to work individually, check gradebook (5-8) or contact their teachers. The daily schedules include synchronous and asynchronous instruction and seek to mirror the in-person classroom instruction blocks as much as possible. For upper grades, this means we will start class with an engagement activity (15 min), then move to direct instruction (20 min), and then break out into small groups on Zoom. In this way, teachers can provide small group support in mixed or leveled groupings according to NWEA MAP, Fountas & Pinnell and DRA data. We also have flex time in the schedule for teachers to work with small groups of students with academic learning loss and for independent work during asynchronous learning as teachers will provide support in navigating said lesson.

We will continue to provide Integrated ELD for our English learners. We will provide live Designated ELD instruction during the school day for ELs with 30-45 minute classes daily of grade-level group work with one teacher while other students work on tutorials or enrichment projects (RFEP students and native English speakers).

Our students all use school-provided Chromebooks. Additional student materials (white boards, workshop materials, math notebooks and workbooks) will be provided through monthly distribution at the school site. Our learning management systems, including Google Classroom, Seesaw, and Class Dojo, will be used to organize assignments and instruction in either format, supporting continuity of instruction. Zoom is being used for live and recorded class sessions.

We will use the following platforms, standards-aligned curricula, and apps this year:

-Class Dojo for communication with families TK-8

-Remind for communication with students via text messages (5-8)

-Lower grades - Seesaw

-Upper grades - Google Classroom

-Readers and Writers Workshop (TK-8)

-Engage NY (TK-5) and Open Up (6-8) for Math

-Reach for ELD (TK-5), Inside (6) and Houghton Mifflin English 3D (7-8) - online access

-Achieve 3000 (TK-8)

-Mystery Science TK-5 and TCI (6-8)

-Our History curriculum will continue to be woven into Writer's Workshop using various materials compiled by our History Curriculum Taskforce

We will support parents with distance learning through workshops and technology assistance. We will continue to engage in frequent communication with them to identify additional needs (SSC & parent affinity groups).

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.]

This Fall, we chose learning platforms that would eliminate the need for an outside gradebook (Google Classroom/SeeSaw) and have worked diligently to establish a Wi-Fi hotspot program with T-Mobile which is nearing its launch at time of writing. We have ensured that all 1st-8th graders have laptops. TK-K students have launched with packets for the first 2 weeks as we await our shipment to arrive on 8/24 for said students. We will be contacting all families, including in languages other than English as needed, to ensure they have both devices and access to the internet. Parents and students can access technical support for hardware and software by contacting our school office.

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.]

We will take attendance during live instruction, and credentialed teachers will assign the time weight of assignments for independent asynchronous time. We will utilize an engagement tracker in addition to taking attendance - marking as present/absent for each of their classes/content areas. Based on analysis of the weekly engagement tracker, teachers follow up on Fridays with families to discuss participation. On Mondays, support staff will follow up with any families with whom teachers weren't able to connect the previous Friday. Engagement is addressed in administrator meetings on Tuesdays, and based on ongoing analysis of student needs, they connect families with our Family Engagement Coordinator for additional support (home visits, SSTs, etc.).

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.]

We continue to provide a full program of high quality, rigorous professional development for teachers, with a focus on distance learning. We held a new teacher training week with the directors and lead team. We will hold ongoing professional development every Friday throughout the distance learning period. We began with an overview of our programs in week one, followed by a focus in week two on break out groups to differentiate the needs of each instructor. We will continue to utilize professional development to support implementation of virtual learning programs and platforms such as Seesaw, Zoom, Google Classroom, and Class Dojo to ensure teachers are fully supported to maximize these technological tools to benefit students. Our ELA consultant continues to work with teachers on both content and engagement during online learning. We will also feature support on ELD strategies and student engagement in the virtual format. The CEO and Directors also share professional development webinars with teachers, targeting their needs. Our Directors provide further technological support as needed. Our Business Manager also supports staff with operational aspects of instructional technology (rostering, troubleshooting, licensing, etc.).

Staff Roles and Responsibilities

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

We will have two instructional aides working as tutors who will help with intervention and progress tracking, working in caseloads for students who are lower performing or having difficulty engaging. Said tutors will meet with students within their caseload twice per week and will hold a private study hall to support students in their caseload with completion of unfinished assignments on Fridays. Our coaches will be supporting teachers and offering one-on-one support to students (in place of lunch supervision). Our ELPAC coordinator will be tutoring English learners, supporting them in the domains in which they are working towards mastery based on previous assessment data. We will also allocate a tutor for certain grade levels – for example, concentrating on supporting our Long-Term English Learners (LTELS) who may not have reclassified because of ELPAC delays in the pandemic; they will help keep their skills up so students are on track for testing.

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.]

Special Education

Our Special Education program continues to serve our students in the virtual format. We have an MOU with the district to provide services for an RSP teacher one day a week, and assistant 5 days a week. We supplement the services at 1/2 RCP, 1/2 district. We host weekly check-ins with the RSP teacher and track work with students. Our RSP teacher meets with teachers to go over IEPs and collaborate regularly in support of students.

English Learners

English learners receive Integrated and Designated ELD instruction and other support as described above. Lower performing English learners, long-term English learners and other EL students in need of support will receive tutoring individually or in small groups. Materials in Spanish will be provided to English learners who benefit from primary language support (newcomers).

Foster Youth and Students Experiencing Homelessness

Our counselor provides support as needed for Foster youth and unhoused students (including counseling, referral to outside community therapy groups, etc.). The Family Engagement Coordinator, working with other staff, provides families with information on local resources, such as child care, food banks, mental health supports, housing, and support for the undocumented. RCP partners with a number of community organizations including: the Family Justice Center, Catholic Charities, RYSE Community Center, Mindful Life Project and the Youth Service Bureau to provide the resources mentioned above. In addition, our Coordination of Services team actively works to support students, including students who are experiencing homelessness and in foster care, as needed to ensure that all students are able to fully engage and thrive in our school program.

The Directors will support teachers, IAs, and tutors in providing effective instruction, assessment and intervention. They will provide on-going professional development, including individual coaching.

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

Description	Total Funds	Contributing
Directors' salaries	\$213,657	Y
Instructional aides (duplicated from In-person program)	Duplicate	Y
Technology Hardware—Devices and Hotspots	\$70,000	N
Approved Textbooks and Other Curriculum and Books and Other Reference Materials	\$70,000	N
Zoom video conferencing platform	\$6,000	N

Librarian Services	\$71,677	Y
Professional Development and Tuition Reimbursement	\$60,000	Y

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.]

We use a combination of formative assessments to identify and monitor learning loss in ELA, ELD, and math. We will administer NWEA-MAP Assessments in reading and math three times per year. We will administer ELD benchmarks three times per year. We also utilize running records to track reading levels, and teachers collect informal assessment data for each student. The Directors meet with teachers in academic conferences to create intervention plans for students based on data.

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.]

We use a system of flexible groupings to support students throughout the school day via small group instruction. The groups are created through teacher referral based on assessment data & spring engagement (academically & participation/work completion). There is an instructional aide assigned to each teacher. Additionally, we have hired two tutors to provide support. Teachers and directors develop a plan of action to be implemented for 6-8 weeks and then data results are reviewed again, in an ongoing cycle. Plans are individualized for each student in consideration of their academic progress and individual needs. We also provide a virtual summer program (5 weeks). Teachers identify students who are lower performing or not engaging. The summer provides an opportunity for targeted instruction to address learning loss. Our online learning platforms such as Achieve 3000 and Khan are differentiated and have built-in supports for scaffolding, ELD, and accessibility. The personalization is effective for addressing learning loss, and the features are beneficial for English Learners and students with exceptional needs. Closed caption options are available for those in need across all platforms including Google Classroom and Zoom.

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.]

In order to assess the effectiveness of our pupil learning loss strategies, we will be reviewing teachers' running records, NWEA MAP, ELD benchmarks, student work, and other assessments – updated every 6 weeks. We will be looking at students' growth on these records as well as daily exit tickets and weekly quizzes to review and update students' data action plans, inform small groups and adjust interventions every 6-8 weeks. Services and supports will be modified based on the assessment results.

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

Description	Total Funds	Contributing
Intervention program resources (distance learning platforms—Achieve 3000, etc)	\$5,000	Y
Student Assessment	\$10,000	N
Summer Program	\$20,314	Y
Instructional Aides	Duplicate	Y
Teacher Stipends for Tutoring	\$13,500	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In order to support students' social emotional needs, we have built several programs and supports into our schedule. We hold morning meeting every morning: (Lower school 9-9:25 & Upper school 9-9:15). This provides time for relational activities, school spirit, and explicit instruction on Social Emotional Learning (SEL). It also provides an additional opportunity for teachers to informally assess the needs of students. We utilize the Toolbox curriculum TK-8 for SEL. We participate in the Mindful Life Project. We are incorporating virtual field trips. All of our enrichment electives continue to be provided as follows: Music for TK - 4th grades; Gardening Videos for TK - 2nd grades; live gardening class for 3rd - 4th grades; Gardening for 5th grade; coding, art and theater for 6th grade; Capoeira, art, and theater for 7th grade; and mural design, art and theater for 8th grade. Students are provided Sex Education in grades 5-8. In addition to social emotional and wellness supports within the classroom, we have a school counselor who provides individual and group sessions with students. This staff member is also the chair of the Coordination of Services Team for mental health, basic needs, and social emotional support. She coordinates between the family engagement coordinator, teachers, and families to provide for the needs of students. Our Family Engagement Coordinator is reaching out to connect with families who had difficulty engaging in Spring and assisting families to access supports needed, such as technology resources or other needs, to ensure they will be ready to fully engage this fall. Our mental health counselor has continued to provide services to students in a virtual setting. Our counselor is available to support staff as well. Our weekly PD may include SEL, trauma informed practices.

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 is not engaging in instruction and is at risk of learning loss.]

We will utilize a tiered re-engagement strategy to support students who are absent or disengaged from distance learning. For a student who is absent 1-4 days, parents will receive a call from the teacher, based on the engagement tracker and an administrator contact based on attendance tracking in PowerSchool. If a student is absent 5 days, we will hold an attendance SST to create a plan of support (which could include differentiated parent communication, parent buddies coordinated through family engagement coordinator, updated information for secondary contacts, or student contacts in Dojo/Remind apps, and home visits as needed). In all of our re-engagement efforts, written communications will be translated as needed and interpreters provided. Personal contact for parents who speak a language other than English will be made by bilingual staff. Parent support includes providing training and tutorials in using the various platforms as well as how to support their child in distance learning. The training and tutorials are provided in English and Spanish as well as in a variety of modes, including individually, virtual training sessions and tutorial videos that can be watched when convenient and repeated as needed. Friday parent meetings will continue. Mindful Life will work with the Family Engagement Coordinator in meeting the needs of parents in these meetings. Teacher/parent community building activities will be instituted online.

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.]

During distance learning, we will be providing meal kits: A week's worth of food on Mondays from 10 am-1 pm and 4-7 pm (breakfast and lunch) for RCP students. Meal distribution is publicized via Robocall/Robotext and Class Dojo in both English and Spanish.

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

Section	Description	Total Funds	Contributing
Social Emotional and Well Being	Art Class (Mocha)	\$30,737	N
Social Emotional and Well Being	Mindful Life Project	\$17,500	N
Social Emotional and Well Being	Dance and P.E. Instruction	\$45,000	Y
Social Emotional and Well Being	Counselor Services	\$94,498	Y
Social Emotional and Well Being	Counselor Services	\$105,000	N
Pupil & Family Engagement	Family Engagement Coordinator & Support	\$97,468	Y

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
25%	\$1,060,323.00

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.]

88% of the students at Richmond College Preparatory are low income students, English learners or foster youth. In determining the use of the funds, RCP first considered the needs of these student groups. With such a high concentration of unduplicated students, RCP expends the Supplemental and Concentration grant funds schoolwide on the following items contained within the Learning Continuity and Attendance Plan:

- **Distance Learning:** The two Director of Curriculum and Instruction positions provide job-embedded professional development to ensure all teachers and instructional aides are able to provide effective differentiated instruction to meet the needs of each student. Additional professional development is provided through consultants. Instructional aides are provided to increase student support for learning. An additional EL instructional aide is provided to support English learners in integrated and designated ELD. Librarian services are provided to support literacy. Professional Development and Tuition Reimbursement are provided for teachers. This includes coaching for every teacher and addressing meeting the needs of low income students, English learners and foster youth, with extra support for new teachers.
- **Student & Family Engagement:** Outreach is provided through the Family Engagement Coordinator, who also provides support for foster youth and homeless youth. Outreach is supported by additional support staff.
- **Pupil Learning Loss:** The intervention program addresses the needs of each student and includes the Achieve3000 program, Khan Academy, intervention for focal students, teacher stipends for tutoring, and extended learning through summer programs.
- **Social Emotional Well-Being and Mental Health:** The school counselor provides critical support for students through group and one-on-one sessions and through her role as chair of the Coordination of Services Team that oversees support and progress of students with the greatest needs--including basic needs, mental health, and social emotional. Dance and P.E. instruction increases student wellness and supports the development of the whole child.

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

The services provided for foster youth, English learners, and low-income students both increase and improve the quality of services by the percentage indicated. The provision of two additional school leaders focused on coaching and developing teachers effectively doubles the

amount of support teachers receive. High-quality professional development and tuition reimbursement increases teacher effectiveness in serving our students. Parental outreach and engagement increases family connections to the school and parent capacity to support student academic growth, in addition to increasing the capacity of school staff for effective partnership with families. Instructional aides, teacher tutoring and intervention supports significantly increase the amount of instruction and assistance students receive. Online learning platforms add opportunities for students to fill learning gaps at their own skill levels and with added accessibility and ELD support features. Librarian services increase student access to resources for literacy. School counseling services fulfill a critical function in addressing mental health and social emotional needs to remove barriers to learning and increase the ability of students to fully engage in learning. Dance and P.E. instruction increases wellness for students.