

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Bravo-Greeley Union School District

CDS Code: 1573544000000000

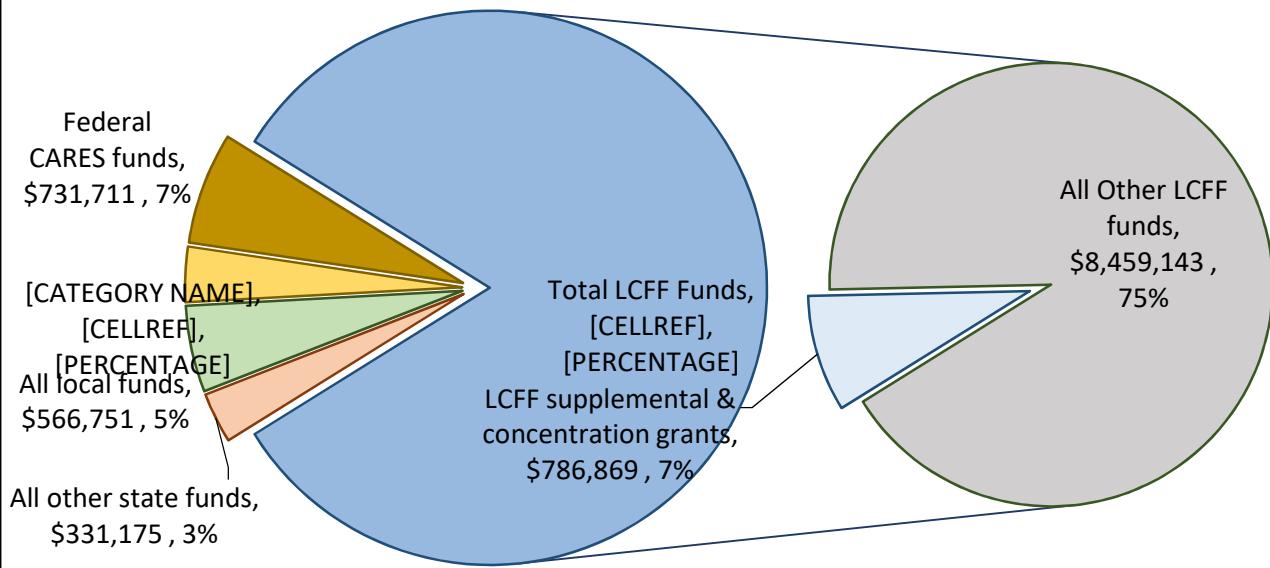
School Year: 2020-2021

LEA contact information: Silvia Montejano (661) 589-2696 smontejano@rbgusd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

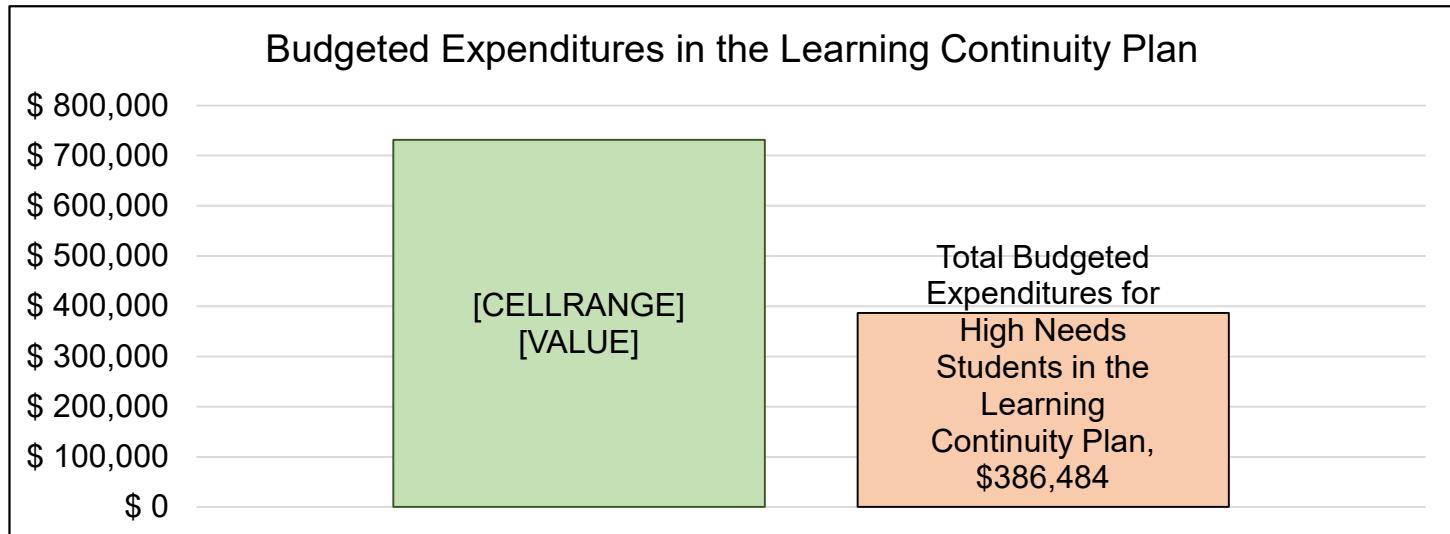


This chart shows the total general purpose revenue Rio Bravo-Greeley Union School District expects to receive in the coming year from all sources.

The total revenue projected for Rio Bravo-Greeley Union School District is \$11,236,517.98, of which \$9,246,011.96 is Local Control Funding Formula (LCFF) funds, \$331,175.03 is other state funds, \$566,751.46 is local funds, and \$1,092,579.53 is federal funds. Of the \$1,092,579.53 in federal funds, \$731,711.00 are federal CARES Act funds. Of the \$9,246,011.96 in LCFF Funds, \$786,869.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Rio Bravo-Greeley Union School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Rio Bravo-Greeley Union School District plans to spend \$11,102,384.51 for the 2020-2021 school year. Of that amount, \$731,711.00 is tied to actions/services in the Learning Continuity Plan and \$10,370,673.51 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The majority of the General Fund expenditures not captured in the LCAP are made up of base program costs= salaries, benefits, STRS, PERS, etc. The remaining funds reflect expenditures for federal programs (Title I, II and III), special education programs and services (not included in the LCAP), and contributions to restricted maintenance.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

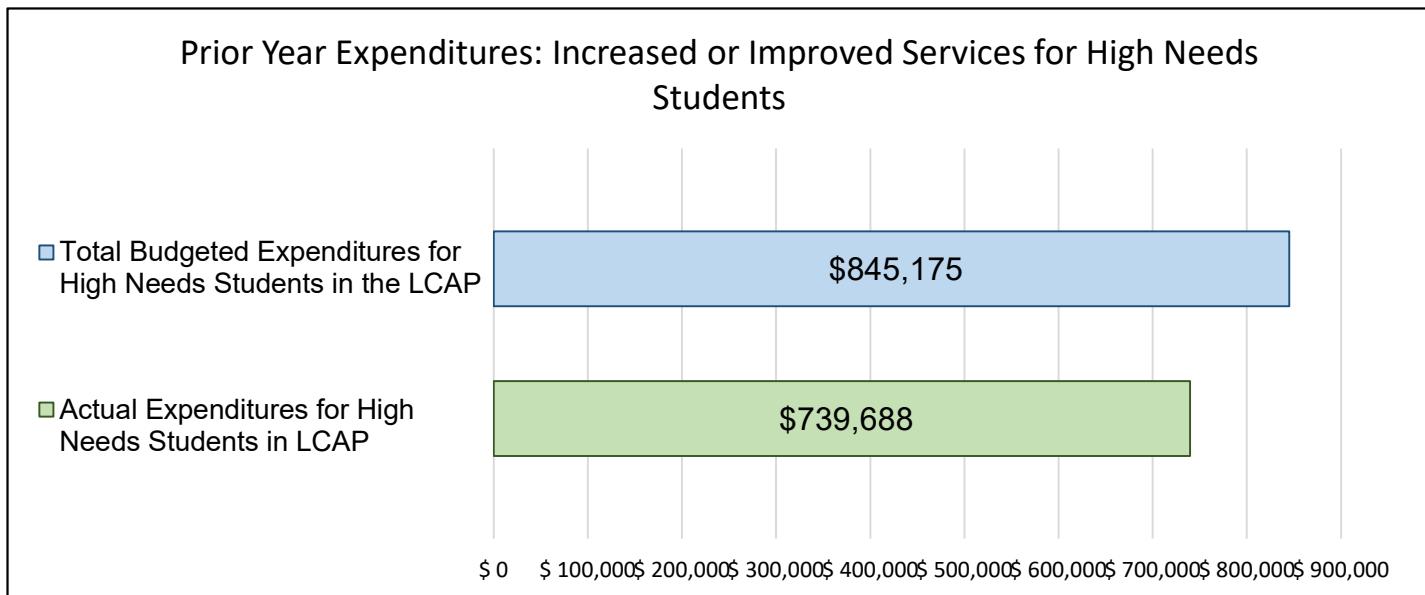
LCFF Budget Overview for Parents

In 2020-2021, Rio Bravo-Greeley Union School District is projecting it will receive \$786,869.00 based on the enrollment of foster youth, English learner, and low-income students. Rio Bravo-Greeley Union School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Rio Bravo-Greeley Union School District plans to spend \$386,484.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

School site schedules during distance learning and anticipated in-person learning have provided the opportunity to embed ELD and intervention supports. These interventions not only include academics but social and emotional supports as well. District-wide diagnostics are utilized to identify and create intervention plans for students based on identified learning gaps. Foster youth, English learners, low-income students are monitored by VP program coordinators and at priority for needed supports. Educators have been provided with additional professional development opportunities to support students in distance learning and how to support not just all students but students with unique needs. These actions are expected to increase/improve services in comparison to all students by providing tools and access. Priority is being given to the unduplicated student count in programs and supports. Priority will be given to students with greatest need when returning students back to campuses.

LCFF Budget Overview for Parents

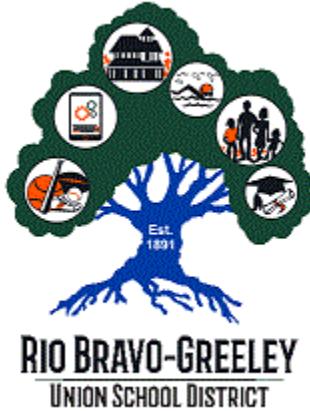
Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Rio Bravo-Greeley Union School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Rio Bravo-Greeley Union School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Rio Bravo-Greeley Union School District's LCAP budgeted \$845,175.00 for planned actions to increase or improve services for high needs students. Rio Bravo-Greeley Union School District actually spent \$739,688.43 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$105,486.57 had the following impact on Rio Bravo-Greeley Union School District's ability to increase or improve services for high needs students:

The actions/services planned for continued to meet the requirements to improve services for high students by prioritizing academics to meet the needs of all students. RBGUSD along through the Continuous Improvement Process worked towards creating the systems and structures to do so. These planned actions for high needs students included: interventions and supports, social and emotional supports, extension curriculum, and intervention of all levels highly qualified staff members. Although the total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 is less than the the total budgeted expenditures for those planned actions and services; the district was able to execute and implement the planned action/services.



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/lrngrcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Bravo-Greeley Union Elementary School District	Dana Hyatt Director Educational Services & Special Education	dhyatt@rbgusd.org (661) 589-2696

General Information

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

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a sense of self and morality. We believe in Deeper Learning incorporating the 6C's into our student's daily tasks: Collaboration, Creativity, Critical Thinking, Citizenship, Character, and Communication.

Rio Bravo-Greeley is located approximately 12 miles west of Bakersfield, California, at the intersection of State Route 43 and Kratzmeyer Road in an area that is predominantly farmland and oil related businesses. In recent years, new residential development has begun to push into our district boundaries. The school district has a long tradition of educational excellence, which was established 125 years ago. For most of those first one hundred years, Rio Bravo-Greeley was a small rural farm community between Bakersfield and Buttonwillow where very little ever changed. In recent years, however, change has become the norm.

There is a long tradition of excellence in every aspect of the district's programs and maintaining this excellence in the midst of rapid growth has stretched the district's collective creativity. The district's extraordinary facilities have always been a key ingredient to the outstanding programs offered to the students of Rio Bravo-Greeley. A swimming pool, gymnasium, and auditorium have enabled the staff at Rio Bravo-Greeley to offer wonderful school experiences to all students. The Rio Bravo-Greeley School District is undergoing steady growth in almost every area of the school's experience. An outstanding and dedicated staff is responding to this growth with district programs that are exciting and challenging. Rio Bravo-Greeley truly is a great place to grow!

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

The district is composed of two schools, Rio Bravo Elementary serving TK-4 and Rio Bravo-Greeley Elementary School serving 5-8. Special Education Mod/Severe Program with preschool is also hosted at Rio Bravo Elementary. Enrollment as of -08/12/2020 district-wide: 1000

- Unduplicated Student Count: 51%
- English Learners (ELs): 9%
- Migrant Ed: 0.1%
- Socioeconomically Disadvantaged: 49%
- Special Education: 9%
- Foster Youth: .01%
- Homeless: 0%
- White: 47%
- Hispanic: 44%
- Unknown: 9%

Due to COVID-19 Emergency Stay at Home Orders, the last day of physical student attendance was March 17, 2020. Prior to the initial school closure, all families and community members were informed of the coming school closure on Sunday, March 15th. On March 17th all students were sent home with an initial grade-level distance learning packet to cover 10 days of instruction. Special Education students left campuses on March 17th with appropriate work packets based on levels as well as a letter of Prior Notice. Distance Learning Plans were created and shared with each special education student and their families based on individual goals.

Beginning on March 18th, nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at one school site as well as taken to a heavily dense and high poverty rural area within district boundaries.

As a district, we began collecting stakeholder input beginning March 18th in order to inform and drive our instruction, nutrition program, childcare needs, securing technology to support distance learning and social-emotional support. Our survey data and input led the district to initiate a second round of distance learning packets prior to going 100% into a technology distance learning model. During the time of transition between distance learning packets and online distance learning, the opportunity allowed itself for the district to provide professional development to staff in the use of online digital learning platforms and tools. Our main challenges included securing hot-spots for WiFi and Chromebook distribution. Our school psychologist was available to all families per request and or recommendation. Additional various mental health resources were shared from the district to families on our websites, via social media and our family communication platform Parent Square.

The administrative team developed a structure for distance learning which included expectations for staff, families, and students. Prior to a full transition to distance learning, this learning plan was disseminated to all stakeholders. In addition, all teachers and support service staff were making contact with 100% of their students and families to determine barriers or challenges each family may be experiencing. The district was in 100% implementation of online distance learning on Monday, April 27th.

The school closure was very difficult on a social and emotional level for our small tight knit district community. Therefore; the district made a concerted effort to increase and send out updates via social media and regular parent notification system. All staff were involved in an ongoing social media campaign to promote school connectedness and maintain the strong bonds that make our district so successful as partners with our community. Numerous wellness checks, mental health checks, grocery deliveries, and student material drop-offs have been completed throughout these difficult times in order to provide face-to-face in person support to families.

In light of Executive Order N-60-20 issued by Governor Newsom on May 4, 2020, which enforces the guidance of the California Department of Public Health (CDPH) issued on July 17, 2020, and the urgent need to protect the safety of students and contain the spread of COVID-19, educational services for all students will be provided through distance learning until such time as it is deemed safe to do otherwise. Beginning the 2020-2021 RBGUSD school year in a 100% distance learning model presents some challenges for students as well as parents. District staff are working hard to ensure that children receive the best education possible under the circumstances. The district recognizes that the impact of this new learning environment will vary substantially among students, their families, teachers, and staff. Our primary concern is to prioritize the long-term health and well-being of students, families, and employees, and we are committed to mitigating the impact on each student.

RBGUSD has taken steps to ensure students will continue to receive a high quality education with equal access and opportunity.

Stakeholder Engagement

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

In order to meaningfully engage our students and family partners, electronic surveys were conducted. Multiple surveys were administered to families and educators as well as support staff to solicit written comments. The district utilizes the communication software Parent Square of which reaches 99% of our contacts. The vast majority of families, educators, and other stakeholders took part in our survey data collection. English and Spanish are the two primary languages spoken in our community. All surveys were in both languages and the district was successful in response collection. During the initial COVID-19 school closure all homes were equipped with Chromebooks and internet hotspots. Efforts were made with phone calls and or home visits to ensure internet access and reach stakeholders. Students and families were able to keep possession of these items over the summer months to continue education and have the means to provide stakeholder feedback. Teachers, support staff, and administration regularly checked in with students for feedback and engagement.

Several voluntary staff meetings were held over the summer of 2020 to gather staff feedback and facilitate a distance learning plan. Staff members included; teachers, principals, administrators, and other school personnel. Parents were encouraged to engage with the district again in surveys and via social media correspondence.

The feedback that was collected from students, families, educators, and other stakeholders facilitated the conversations and momentum for the district to create a Distance Learning Plan for the 2020-2021 school year with great detail and relevant information. The district's Distance Learning Plan for the 2020-2021 school year will continue to be a living document and updated as the school year evolves including the input of guidance from state and local health departments. The development of the Distance Learning Plan laid the foundation for the creation and narrative of the Learning Continuity and Attendance Plan.

The first day of the student calendar was 08/12/2020 which began with Zoom Teacher Meet & Greets. Meet & Greets were recorded and made available to parents to access at a later time if they were unable to attend virtually live. Teachers and staff also made personal communication with every student in the district. On 08/25/2020, Zoom meetings were held for families and members of the communities in both a morning and evening session. The meetings were led by school site principals discussing and sharing the RBGUSD Distance Learning Plan for the opening of the 100% distance learning model for the 2020-2021 school year. It was shared and stated that the Distance Learning Plan is a living/breathing document and will be updated and disseminated as new information becomes available and guidance is given by local and state public health departments. These principal lead meetings provided the opportunity to discuss concerns, answer questions, and solicit stakeholder feedback. This input continued to contribute to the development of the Learning Continuity and Attendance Plan (2020-21). The elementary school principal held TK/Kindergarten parent meetings regarding what to expect with instruction. The principal educated families on the appropriate foundations necessary to develop lifelong readers as opposed to kindergarten readers. Prior to the LCP public hearing, Zoom meetings were scheduled for stakeholder feedback from the district's staff and the teachers union, leadership teams, DELAC, Parent Advisory Committee, and various other district organizations. DELAC nor other organizations had any written comments to respond in writing to the superintendent. All parties expressed their appreciation to the district's efforts.

The LCP was presented at a public hearing for review and comment on 8/31/2020. The RBGUSD board of trustees adopted the LCP on 9/14/2020.

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

Board Meetings and public hearings were held virtually via Zoom. Information was shared on how to participate for members of the public. This information was shared via district/school site postings and Facebook. The Board of Trustees did hold an in person meeting on July 14, 2020, in regards to the safest way to reopen the district's campuses. Many members of the community were present to share their input and ask questions while addressing the Board.

Alternative options were made for stakeholders who wished to contribute to public hearings for the Learning Continuity and Attendance Plan. These means included emailing comments, mailing comments to the district office by US mail, and the ability to leave messages and feedback to the district office.

A public hearing via Zoom was held on August 31, 2020. By this date, all student homes have been equipped with Chromebooks and access to hotspots if needed. This opportunity is available to any member of the public. Board meeting is sunshine 72+ hours prior to boarding meetings.

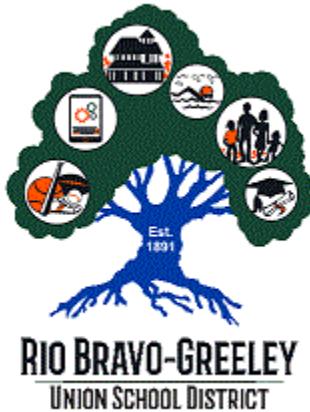
[A summary of the feedback provided by specific stakeholder groups.]

Direct feedback from stakeholders is very important to the district as it shapes and drives our instructional programs.

- The entire community would like to return to campuses when it is safe to do so pending the guidance from state and local public health departments
- Staff are concerned with their own health when potentially returning to campus with students
- Students and families crave peer and social interaction opportunities for students during their academic day
- Worry of potential regression/ loss of learning
- Need for Social and Emotional element in school
- Interest in academics outside of the Core including Art, PE and Sports
- Need for students throughout the district to be on similar learning schedules
- Difficulty of students wearing masks if and when on campus all day
- Distance Learning in the Spring of 2020 was a challenge and needed to be revised and invigorated
- Families desire to have a plan and scheduled shared for the 2020-2021 school year
- Some families will need more Chromebooks and or hotspots

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

Feedback provided by stakeholders significantly influenced the district's Learning Continuity and Attendance Plan. The feedback guided how we could open in a distance learning model as well as how we may return to school in a hybrid model. Data was gathered from families on



COVID-19 Operations Written Report for Rio Bravo-Greeley Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rio Bravo-Greeley Union Elementary School District	Dana Hyatt Director Educational Services & Special Education	dhyatt@rbgusd.org (661) 589-2696	6/29/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Due to COVID-19 Emergency Stay at Home Orders, the last day of physical student attendance was March 17, 2020. Prior to the school closure all families and community members were informed of the coming school closure on Sunday March 15th. On March 17th all students were sent home with an initial grade-level distance learning packet to last 10 days of instruction. Special Education students left campuses on March 17th with appropriate work packets based on levels as well as a letter of Prior Notice. Distance Learning Plans were created and shared with each special education student and their families based on individual goals.

Beginning on March 18th nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at one school site as well as taken to a heavily dense and high poverty rural area within district boundaries.

As a district we began collecting stakeholder input beginning March 18th to in order to inform and drive our instruction, nutrition program, childcare needs, securing technology to support distance learning and social emotional support. Our survey data and input led the district to initiate a second round of distance learning packets prior to going 100% into a technology distance learning model. During the time of transition between distance learning packets and online distance learning, the opportunity allowed itself for the district to provide professional development to staff in the use of online digital learning platforms and tools. Our main challenges included securing hot-spots for WiFi and Chromebook distribution. Our school psychologist was available to all families per request and or recommendation. Additional various mental health resources were shared from the district to families on our websites, via social media and our family communication platform Parent Square.

The administrative team developed a structure for distance learning which included expectations for staff, families and students. Prior to a full transition to distance learning this learning plan was disseminated to all stakeholders. In addition all teachers and support service staff were making contact with 100% of their students and families to determine barriers or challenges each family may be experiencing. The district was in 100% implementation of online distance learning Monday April 27th.

The school closure was very difficult on a social and emotional level for our small tight knit district community. Therefore; the district made a concerted effort to increase and send out updates via social media and regular parent notification system. All staff were involved in an ongoing social media campaign to promote school connectedness and maintain the strong bonds that make our district so successful as partners with our community. Numerous wellness checks, mental health checks, grocery deliveries and student material drop-offs have been completed throughout these difficult times in order to provide face-to-face in person support to families.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

The district took into account the needs of the unduplicated students and all distance learning packets were created and or modified to include scaffolds for ELs. ELD continued to be a part of the core educational program as new concepts were introduced to continue moving forward through 4th quarter instruction while providing support for gaps in learning due to the school closure. If teachers were unable to communicate in Spanish a translator was available to assist in bridging the communication and connection between student and school. Teachers and staff worked diligently to maintain communication with all families to increase and maintain student learning and engagement.

Chromebooks and wifi were made available to all students within the district. Hot-spots were acquired and given to families who needed internet connection. The district worked diligently to provide material pickup times as well as making personal drop-offs. Numerous wellness checks, mental health checks, grocery deliveries and student material drop-offs have been completed throughout these difficult times. The District school psychologist was able to make contact with families and students who expressed a need for social-emotional support.

Nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at one school site as well as taken to a heavily dense and high poverty rural area within district boundaries. Meal delivery was also made available to families of students with moderate to severe disabilities Monday- Friday.

Case managers for special education students created Distance Learning Plans (DLPs) per student to focus on student individual IEP goals during the school closure which were shared with each family. Special Education students whose services include mental health services continued to receive those services through ERMHS with KCSOS.

ESY services were offered to additional students with specific needs in academic deficiencies or who had barriers during this time of closure.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The district began with two sets of distance learning packets, Chromebook and WiFi distribution. During this time teachers and staff maintained consistent communication with families and students via Parent Square, Class Dojo, Google Classroom, phone, email, text and zoom to check on student well-being and answer any questions they may have. During this transition time teachers were able to receive professional development on online distance learning. Packet drop off and pickups were made available for students to turn in their completed work and maintain learning and engagement.

Monday April 27th the district was 100% implementing online distance learning. Each school site had created schedules so students had equal and equitable access to all core subject areas and teachers. 11am-1pm was reserved time for lunch hours and IEP meeting times. While students continued to have access to existing online programs, additional online resources were provided to allow students extra practice. Teachers allotted weekly Zoom office hours as well.

The district transitioned quarter 4 grading system to a Credit/ No Credit mark. As a district, our goal was to provide authentic feedback and support for students with a focus on learning and improvement not specifically on "grades." Each family received a quarter 4 report with teacher feedback on distance learning as evidence of their efforts through the school closure to complete the 2019-2020 school year.

The district continues to strive in its efforts to continue to deliver high-quality distance learning opportunities. The district understands that the future holds a continued need for distance learning opportunities and or need. The district is working with KCSOS to evaluate the online teaching platform Canvas as a potential tool for online distance learning moving forward.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Beginning on March 18th nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at one school site as well as taken to a heavily dense and high poverty rural area within district boundaries. Proper food safety protocols were in place with the addition of the guidance given by the local health department for COVID-19. Both district nutritional staff and voluntary staff employees facilitate our meal distributions. Social distancing practices were put in place as well as the use of gloves, masks, distance in addition to daily morning temperature checks.

Families receive their meals via the drive through system and have no need to get out of their cars. This eliminates the need for families and students to congregate. Meals that are delivered in our heavily dense and high poverty rural area follow these social distancing practices as well. Families and students picking up are asked to evenly space a minimum of 6 feet apart and grab and go.

Currently RBGUSD continues to provide Grab-and-Go meals to our community throughout the summer to children between the ages of 2-18.

Many families and students expressed their appreciation and thankfulness for continually being greeted by smiling and familiar faces. The school and human connection piece was greatly appreciated.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Our district administered a survey to parents regarding their need for the supervision of their children during ordinary hours. The results indicated that parents were not in need of this service. We believe the lack of interest or need is due, in part, to parents' genuine apprehension to send their children into the public setting during the COVID-19 pandemic. Additionally, we surmise parents and extended family members are home as a result of the stay at home order, which has resulted in other adults available for child supervision during the day.

The district, along with all districts across the state, are looking into ways we can best support families and students with the return to school in August of 2020.

which model and schedule worked best for their students and their household needs. Trends/ideas from stakeholders were shared above under the summary of feedback provided by specific stakeholder groups.

The daily schedules were built district-wide for alignment and continuity. Social and Emotional curriculum is being integrated into all classes during this difficult time. School psychologist and nurse positions have been increased to meet the demand for these unprecedented times. Teachers participated in professional development to meet the moment and transform their thinking and teaching to teaching students in a wifi world. Assessment plans have been put into place to mitigate the potential regression/ learning loss. The focus of daily schedules will initially begin with core academics to mitigate learning loss. More Chromebooks and hotspots were obtained for those in need. The administration held several volunteer staff meetings to collectively bond and build a positive notion as the district begins 2020-2021 100% in a distance learning model. The district produced a Distance Learning Plan outlining how its schools would open for this academic year with many resources and links available to families.

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.]

On July 14, 2020, the Board of Trustees took action in regard to the safest way to reopen the district's campuses. RBGUSD's desire to give our parents/guardians a choice of educational programs that best fit individual needs. The district knew it was important to offer in-person instruction but were aware that outside circumstances could prevent this course of action. On July 17, 2020, Governor Newsom addressed the reopening of schools in California and announced that counties on the state monitoring list are not permitted to hold in-person instruction. At that time, this included Kern county.

The district administration team took input from stakeholders as well as into consideration those students who may have experienced significant learning loss due to school closures in the 2019-2020 school year and or who were at a greater risk of experiencing learning loss due to future school closures. With the anticipated goal of returning to campuses in a hybrid model, the district aims to provide interventions, support, and even additional time on campuses for those students to mitigate potential learning loss. Students who could experience significant learning loss will be identified via the district-wide assessment processes. Specific STAR ELA and Math for initial screening and benchmarked throughout the year for formative and summative data. These screenings will drive interventions.

RBGUSD will rely on guidance from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Kern County permit the district to return to in-person instruction in the school year ahead.

During the summer months of 2020, the district began the process and will continue to refine its plans for reopening schools. The work began with the district administrative team, the Board of Trustees, and feedback from staff, parents, and community stakeholders. RBGUSD understands that even when in-person instruction many parents may opt to keep their students home out of an abundance of health caution. The district understands that when this transition takes place all members of our district staff, families and students will need support.

Reopening plans for RBGUSD include a commitment to:

- Safety: Commitment to implementing the guidance and best practices set forth by the CDC and California Public Health Department.
- Educator Professional Development: Commitment to providing training to teaching staff on best practices in distance learning and technology as the district hopes to transition at a later date from a 100% distance learning model to a hybrid setting.
- Academics: Commitment to continuing to provide a high quality education to all students with equal access and opportunity.
- Families and Communities: Commitment to the ongoing efforts of school teams dedicated to family engagement and outreach.
- Communication: Commitment to maintaining two way communication between students, families, staff, and community members relying on stakeholder feedback to drive the implementation of district initiatives.
- Mental Health Support: Commitment to making the resources available to staff, students, and families of those who need assistance with an understanding that mental health supports play a significant role in students' ability to learn and achieve.
- Re-Engaging in School Routines: Commitment to adhere to the tiered levels of re-engagement with students to maximize and achieve their individual personal best while attending school virtually or in-person.

Based on district feedback and stakeholder engagement along with efforts from the district, the district plans to open in-person instructional offerings in a hybrid model with alternating A/B groupings. Students returning to campuses will be phased in based on greatest students' need.

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

Description	Total Funds	Contributing
Increase cost of custodial staff to maintain proper CDPH COVID-19 cleaning and safety measures.	\$18,780.35	No
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school campuses.	\$88,314.88	No

Description	Total Funds	Contributing
Increased number of work days for district-wide school nurse to ensure proper CDPH COVID-19 safety protocols and health interaction. As the district plans for bringing back small cohorts of students priority has been given to Special Education students and those of the unduplicated student groups.	\$52,287.46	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.]

RBGUSD is committed to providing high quality instruction to students whether in in-person, distance, or a hybrid learning environment. Various stakeholders provided input which helped form the development of the district's Distance Learning Plan and the Learning Continuity and Attendance Plan for 2020-2021.

The district administration team created, with guidance from the state and feedback from stakeholders, the RBGUSD Distance Learning Plan. This learning plan articulates in an organized and visually appealing manner: Minimum required daily instructional minutes are provided to all students TK/Kindergarten= 180 minutes, grades 1-3= 230 minutes and grades 4-8th= 240 minutes. The plan shares how daily attendance and engagement will be taken and the monitoring process for student engagement. Outlined is the re-engagement process and how teachers will communicate student progress and engagement to families through informal means as well as progress reports and report cards. Grading and assessment procedures will be implemented and consistent with an in-person instructional program. Group synchronous lessons will be recorded and available for viewing at a later time to accommodate students who are unable to participate in the daily schedule.

The distance learning program will mirror expectations of in-person learning. Lessons will maintain grade level appropriate learning targets. Instructional focus will be on grade level content, while prerequisite skills are taught as needed. Lessons will include clear explanations and necessary scaffolding. Virtual learning will include opportunities for peer-to-peer interactions. Formative assessment and student feedback, which is fair, accurate, specific, and timely, will be given to students on a regular basis and school hours and schedules will be consistent. Distance learning will continue to focus and incorporate designated and integrated ELD (English Language Development) and is provided to all English learners, using the CA ELD Standards. All accommodations and modifications for students with disabilities will continue to be

offered in the virtual setting through synchronous and asynchronous learning. As always the RBGUSD district staff and community will continue to genuinely engage in building and maintaining caring and meaningful relationships with all students. Correspondence with families and students will be done in a timely manner and daily office hours will be available.

Teachers and staff created and provided material bags for students distributed during material pickup days prior to the first day of full distance learning instruction. These material bags included books, materials, paper/pencils, art supplies, technology, and access information for students to access web-based learning materials, curriculum, and platform. Those material bags that were not picked up were delivered to student homes by the district's administration team. Material bags included items necessary for students to use through Quarter 1, October 9, 2020. This quarter 1 date is when the first will re-evaluate plans for re-opening campuses in hopes of providing in-person instruction. Students were equipped with Chromebooks and hotspots as needed. RBGUSD staff were also provided Chromebooks, hotspots and document cameras to maximize effectiveness in a distance learning model.

Google Classroom/suites along with Zoom will be the primary online learning platforms for students and staff. Opportunities for training and resources on these platforms were provided. Lower grades TK-first grade will also make use of the platform Class Dojo. Google Classroom is used as a learning management system, in conjunction with any applicable Board- adopted curriculum and paper practice including textbooks and packets as needed to ensure all students can access the curriculum. Educators also have access to online digital resources and versions of their current grade level core curriculums to effectively teach virtually. Students have access as well when needed and available. Parent training has been made available via Meet & Greets to help aid parents who assist students with their virtual learning. There will be regular opportunities to interact with students, in person, through synchronous Zoom sessions (or the like), by phone, or email.

A priority during distance learning will be on the social and emotional wellbeing of students, families, and staff. In addition to the core curriculum, the district is embedding Social and Emotional Learning into students' weekly engagement. The district will be implementing the Positivity Project. The Positivity Project empowering teachers to teach the 24 character strengths and concepts equipping students with the resources they not only need for the classroom but in life as well. The district has increased school psychologist support who will be accessible as well for those in need. It is important to the district that we support students during these unprecedented times.

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 initial COVID-19 school closure began on March 18, 2020. The district with the efforts of the technology department ensured that all homes were equipped with Chromebooks and internet hotspots. Students and families were able to keep possession of these items over the summer months to continue education and have the means to provide stakeholder feedback. During the initial school closure, many families indicated that their students would be using their personal devices and home internet to access their public education. It became evident that households with multiple students were in need of additional internet WiFi support.

Over the course of the summer of 2020, the district solicited parent/guardian surveys and received information from those households that needed additional technology. Families that did not respond were followed up by a phone call and the information or need was obtained.

The district is very proud of its efforts in ensuring that all students and households in need of Chromebooks and or hotspots and were confident that students were equipped with all technology tools prior to the first day of full instruction, August 17, 2020. More hotspots have been ordered and will be available as the need arises.

When in-person instruction returns in either a hybrid or traditional setting the district will make best efforts to have full classroom sets of devices in order to allow students to keep their assigned devices at home. It has been hypothesized that distance learning will continue to be an element of education for some time to come.

The RBGUSD Technologist department is and has been available for individual family trouble shooting with all technology hard and soft. The district has also created how to videos. All families have been reached and equipped with devices and internet access.

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.]

RBGUSD will continue to utilize its student information system Illuminate for the 2020-2021 school year. Teachers will be taking attendance in Illuminate per period daily. Two attendance marks will exist. DLP- Distance Learning Participation and DLN- Distance Learning Non Participation. Teachers will also be completing weekly engagement tracking reports. These class roster reports will track the days each teacher offered synchronous and or asynchronous instruction and whether or not each individual engaged in either of those manners. The purpose of tracking this live contact and synchronous instructional minutes is to ensure students have access to the definitions of required instructional minutes and student/family engagement.

Students, educators, and paraprofessionals will utilize the online platforms such as Google Classroom/suites, Class Dojo for grades TK-1, and Zoom to access virtual curriculum and instruction. Evaluating the time allotment of distance learning assignments will be at the discretion of the credentialed teachers. Teachers will work collaboratively in grade level teams/departments to evaluate time of distance learning assignments.

Synchronous Learning:

- May take the form of internet or telephonic communication
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed

Individual communication with teacher regarding content taught

Asynchronous Learning:

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later

- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning

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.]

RBGUSD is committed to providing the needed ongoing guidance, support, and resources needed to maintain strong first instruction and a high quality distance learning program for all students. To strengthen educators skills, the district began by offering a three day professional development series to all educators the last week of July 2020 prior to the academic calendar beginning. This training titled, "Re-imagining Teaching and Learning Academy" was hosted through the Kern County Superintendent of Schools. The training event includes various renowned motivational speakers and experts in the field of technology and distance learning. A large portion of the district's teachers took part in this training.

Throughout the 2020-2021 school year, the district will continue to build upon its offering of professional development in the area of not only technology but distance learning. Professional development will include:

- Zoom
- Google Classroom and Suite
- Class Dojo
- Online versions of core curriculum
- Supplemental student programs such as Lexia and GO Math!
- Clever and how to utilize for students and staff to grant easy access to all online programs
- SEL curriculum The Positivity Project
- SEL being trauma informed

Staff Roles and Responsibilities

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

Due to the implications of COVID-19 and the high impact it has had specifically in Kern County all school district staff members have had to and to changes to roles and responsibilities. Not only have roles and responsibilities shifted but hours and days of service as well. All members of the RBGUSD staff have stayed committed to and hold true the best interest of our students.

All staff members have had to make safety and health shifts as we as a community address the issues and complications of COVID-19. Each staff member has signed a return to worksite affirmation prior to returning to duty for the 2020-2021 school year. This affirmation is in conjunction with a new health and COVID-19 training. All staff members while on campus and or performing work related duties in public must adhere to daily self symptom assessment, help prevent the spread, promote the behaviors that reduce the spread/comply with RBGUSD protocols, adhere to supervisor/manager responsibilities and RBGUSD signage.

Teachers and instructional support staff have had to transition to delivering all instruction virtually. Teachers have the option to teach virtually from home, classrooms, or a combination of both. This again through the various online learning platforms mentioned throughout this document. Support and office staff have been asked to work on campuses in cohorts to help prevent the spread. Cafeteria staff has had to shift how not only lunches are prepared but how they are distributed. The district's MOT department has focused its role and responsibilities less on transportation and more on the maintenance and cleanliness of the district's campuses. The daycare department is working on a transition plan for when daycare will be allowable and students are allowed to return to campuses. The new norm of department and district meetings are taking place via the platform Zoom.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The district has built into its daily instructional schedules both integrated and designated ELD time. The technology aspect of platforms such as Google Classroom and the like make easy access for information and instruction to be translated into students' primary language. Student and family communication is also sent home in student/family primary language and preference. English learners will continue to participate in the state language test the ELPAC until students reach reclassification status. The district will continue to have ELAC committees per site and house a district collaborative DELAC which will help provide input and feedback for the district.

Special Education students will continue to receive services and supports while in a distance learning format. Whether in 100% distance learning, a hybrid, or in a traditional model, the special education department will continue to monitor their students' progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. During the Shelter in Place, special education educators along with families will work together in meaningful participation to create DLPs- Distance Learning Plans for each individual special education student. These DLPs will be living documents and can be adjusted and shelters in place may or may not continue.

The district's foster youth liaison will work to connect students with resources available to them. It will be a collaborative effort from sites to ensure that foster youth have access to be successful during remote learning including the ability to access technology and internet access. The foster youth liaison will make sure that foster youth along with their current living arrangement families have the supports and resources they need and access to county services as well.

The district's McKinney-Vento liaison will coordinate and work with homeless students and school sites to ensure their access to be successful during remote learning including the ability to access technology and internet access. The McKinney-Vento liaison will make sure that foster youth along with their families have the supports and resources they need and access to county services as well.

All students may participate in the school lunch program. This includes free and reduced lunch students along with those who would like to purchase. Special education students of the district's moderate to severe program may participate in having meals delivered to their homes with the notion that visiting campuses for picking would cause a difficult hardship. Meals are also delivered to a remote rural section of the

district's boundaries for students to take part in. Any students that feel they will/would experience hardship in obtaining a lunch may reach out to their school sites for further information and support.

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

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	\$29,703.32	No
Increase in cost of technology department support for virtual distance learning.	\$59,853.08	No
Cost of assisting in intervention components of distance learning directed at the unduplicated student count.	\$24,753.77	Yes
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$34,923.57	Yes
Cost for maintaining and increasing student learning support software programs.	\$78,883.54	No
Increase cost of district-wide school psychologist work days to support with an emphasis on serving providing mental health services to unduplicated students .	\$37,275.00	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.]

RBGUSD acknowledges that one of the significant concerns in education due to the COVID-19 emergency distance learning from March of 2020 will be the loss of learning, both in academic skills and content. To address this potential learning loss school sites have strategically incorporated intervention systems into their daily schedules. The beginning of the school year will begin with a review and assessment. The district will continue to utilize the STAR assessment to gather baseline data in both ELA and Math. The STAR assessment data will drive intervention groups and participation. The goal will be to accelerate the learning of that which was lost while beginning the content of the new year for students. Additional online curriculums and online learning platforms will be used to address students at their individual levels. These programs include Lexia, Go Math, Think Central, Renaissance, and more. The district will utilize not only STAR ELA and Math data to determine learning loss in the area of ELD but also practice ELPAC model questions. For ELD assessment staff will focus on phonology, morphology, syntax, semantics, language function, language forms, and structures and pragmatics.

Both school sites will address in their intervention programs, students' acceleration of intervention participation and increase in English language arts, English language development, and mathematics.

Special Education teachers/ case managers will be reviewing special education students' DLPs- Distance Learning Plans from the Spring of 2019. DLPs will be updated and communicated with families in meaningful participation. Special education teachers and case managers will continue to collect data on their students' progress and efforts in reaching their IEP and DLP goals. Benchmark data will be sent home regularly as well. When students return to in-person instruction the district will begin to hold IEPs.

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.]

Teacher presentation Meet & Greets took place for all families as well as principal family meetings to address any needs. The district will address possible pupil learning loss by: assessing with diagnostic tests, identifying areas in need, adapt teaching to support learning recovery, monitor recovery and continue monitoring. The district will continue to utilize its robust diagnosis tools and assessments. Example STAR ELA and Math. As the current distance learning plan is rolled out each school site will be integrating interventions and supports into their daily schedules.

RBGUSD understands that English learners away from school instruction may limit their English proficiency skills. Integrated and Designated ELD curriculum and time has been scheduled and offered at each school site. Vice principals will monitor students' English language acquisition and facilitate ELD testing and state testing.

In Spring of 2020 special education students who could have possibly experienced pupil learning loss over the summer months were offered special education extended school year.

Low socioeconomic families may have had limited access and training with technology. The RBGUSD technology department has personally worked with families to bridge the gap and has provided technology videos available on line for all. The district has pushed out through social media and the website videos sharing how to: Google Classroom, Zoom, setup Chromebook and more.

The district liaisons will work closely with those students if they arise who are foster youth or homeless. The district will ensure that these students have access to be successful during remote learning including the ability to access technology and internet access as well as to county services as well.

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.]

Ongoing district-wide diagnostics and benchmarks will pave the way for universal screening and data measurement. Teachers among grade levels and departments will also continue monitoring with evidence based formative assessments and analysis of individual student work. This will provide evidence of any learning loss a student may have experienced. The district is also taking a look at current grade level priority standards to mainstream and accelerate learning for the 2020-2021 school year.

The most apparent pupil learning losses will be seen in academics. However; it is important to the district that we pay attention to facets of potential pupil learning loss. These areas include social/emotional, physical activity, and general health. The district's support share will be involved in monitoring. These staff members include but are not limited to school psychologist, school nurse and physical education teachers.

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

Description	Total Funds	Contributing
Costs to equip student learning support. Including academic student supplies. PPE to support site based programs.	\$80,705.00	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.]

The mental health and social and emotional well-being of students is very important to the RBGUSD community. The district wishes to maintain its connectedness, traditions, and tight-knit community. The district has increased the days its school psychologist will be available to four days a week. Along with helping out with other departments' roles and responsibilities the school psychologist will be available to focus on the mental health and social and emotional well-being of students from the effects of the COVID-19 pandemic.

The district will utilize a three tier approach to mental health services and interventions.

Tier I- Universal Interventions

- Incorporating the Positivity Project and lessons into all students' curriculum and schedules
- Mental health and social and emotional wellness training for teachers and staff using trauma informed practices
- Connecting schools to community supports

Tier II- Targeted Interventions

- Small group social circles with participation with the school psychologist based on recommendations and or observation
- Short term individual counseling with students and or families

Tier III- Intensive Interventions

- Individual counseling
- Risk and Safety Assessments
- Home visits

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The RBGUSD administration team along with feedback from stakeholders created a re-engagement process to assist with ensuring that students continue to receive educational experiences. It is crucial students regularly participate in their academic program. Although we are in a distance learning environment, we have the same expectations: to best prepare students for the next grade level in school. Our staff will

be closely monitoring student participation and will make contact if there are any concerns. Our priority of reengaging students is necessary to assist students who may need additional support or resources for success. Engagement will utilize the language of preference of households. This process is outlined below:

- 2 Consecutive Day of Non-Engagement: Teacher will email/call parent or guardian.
- 3 Consecutive Day of Non-Engagement: Teacher will notify site administration, Office staff will verify contact information & email/call parent or guardian.
- 4 Consecutive Day of Non-Engagement: Office staff will continue to attempt to make contact with parents/guardians through email/phone.
- 5 Consecutive Day of Non-Engagement: Home visit will be conducted by the district team.

The team will continue to update the re-engagement as needs and revision arise. Please note engagement is defined as daily live interaction through online platforms and or phone/email communication as well as work assigned by students' teacher(s).

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.]

When schools do resume in in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as in traditional practice. Those students not on free or reduced lunch will be able to purchase lunch while attending campuses. RBGUSD acknowledges that many families have been affected financially due to the pandemic and cafeteria and office staff continues to reach out to families regarding potential eligibility of meal programs. When students begin to return to campuses for in-person instruction administrative teams will determine has best to serve student meals based on non-cohort mixing, capacity, and proper cleaning protocols. Depending on capacity students may be asked to eat meals inside their cohort classrooms mitigate the spread of COVID-19/

During RBGUSD's 100% Distance Learning, start to the 2020-2021 school year nutrition services are providing Grab-and-Go meals including breakfast and lunch to students eligible for free or reduced-price meal programs. Meals are available at one school site as well as taken to a heavily dense and high poverty rural area within district boundaries. Proper food safety protocols are in place with the addition of the guidance provided by the local health department for COVID-19. Both district nutritional staff and voluntary staff employees facilitate daily meal distributions. Social distancing practices are in place as well as the use of gloves, masks, social distancing in addition to daily morning temperature checks.

Families receive their meals via the drive-through system and have no need to get out of their cars. This eliminates the need for families and students to congregate. Meals that are delivered in our heavily dense and high poverty rural area follow these social distancing practices as well. Families and students picking up are asked to evenly space a minimum of 6 feet apart and grab and go.

Daily meal delivery has been offered and made available to students of the district's special education moderate/severe program. The district is also working with Kern County Superintendent of Schools who serve SDC students to provide meals as well.

Many families and students expressed their appreciation and thankfulness for continually being greeted by smiling and familiar faces. The school and human connection pieces were greatly appreciated.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Supporting student learning support/planning and coordination for long-term school closures; current and future.	\$137,490.26	No
School Nutrition	Increase in student nutrition services to provide meals to students of low socioeconomic households as well as meal deliveries into neighborhoods directed towards unduplicated students.	\$88,740.77	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
10.07%	\$777,606.00

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.]

1. Stakeholder survey data indicated the need for Chromebooks and hotports for the Low income and English Learner unduplicated student groups. Therefore, in order to address this need, approximately 750 Chromebooks and 140 Wifi hotspots have been provided to all students district-wide. By providing students with access to distance learning, students have the opportunity to fully participate in the educational program which will help to mitigate their learning loss. As students continue to enroll these technologies are provided. Purchases of additional devices and technology for students to use during distance learning. These devices principally benefit low-income, EL, Foster Youth and homeless students whom the purchase of this equipment would be prohibitive. * The district has built into its daily instructional schedules both integrated and designated ELD time. The technology aspect of platforms such as Google Classroom and the like make easy access for information and instruction to be translated into students' primary language. Student and family communication is also sent home in student/family primary language and preference. Utilized instructional digital platforms are being used for the instruction of ELD for English Learners. In addition to providing digital tools to support ELD instruction, we are expanding services to include addition supports and intervention to meet the needs of English Learners. The district is also looking into phasing in small cohort student groups based on district defined criteria to mitigate learning loss. * Foster Youth and potential Homeless students are provided with the same supports and academic curriculums as all students. The district will work with the county as well to bridge resources for these students.
2. Chromebooks and hotspots were provided to meet the needs of all students academically and to put families into communication and access to parenting and mental health services. Unduplicated students were prioritized when reaching out to families to identify those with greatest need. Personal phone calls and visits were made. Parent surveys, and feedback from families, indicated that unduplicated students had less access to mental health services from an outside provider. We also know the pandemic has added stress to our students due to health concerns, and the impact of the economy on families. Therefore increasing the work days of the school psychologist will allow us to be more effective in meeting the needs of our students who may not otherwise have access to these services.

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

School site schedules during distance learning and anticipated in-person learning have provided the opportunity to embed ELD and intervention supports. These interventions not only include academics but social and emotional supports as well. District-wide diagnostics are utilized to identify and create intervention plans for students based on identified learning gaps. Foster youth, English learners, low-income

students are monitored by VP program coordinators and at priority for needed supports. Educators have been provided with additional professional development opportunities to support students in distance learning and how to support not just all students but students with unique needs. These actions are expected to increase/improve services in comparison to all students by providing tools and access. Priority is being given to the unduplicated student count in programs and supports. Priority will be given to students with greatest need when returning students back to campuses.