



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
Reef Sunset Unified School District	Lori Aragon, Ed.D Director of Curriculum and Instruction	laragon@rsusd.org 559--386-9083

General Information

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

The Reef-Sunset Unified School District serves the communities of Avenal and Kettleman City located in the coastal foothills on the west side of the San Joaquin Valley. Agriculture is the main industry for both communities and the majority of the adult population serve as farm laborers. The remaining population serve as employees of the school district, Avenal State Prison, and the retail businesses serving both towns. 95% of the population of these two communities is Hispanic. The district enrollment mirrors the community with 95% Hispanic, 54% English Learners and 94.9% Socioeconomically Disadvantaged. Reef Sunset Unified School District serves the highest English Learner population in Kings County including 23% RFEP and 81% ever EL.

Despite growth of the agricultural industry, poverty in the area is rampant; approximately fifty percent of the population receives some form of public assistance. The seasonal nature of agricultural employment is responsible for unemployment rates that can climb as high as thirty-three percent during the off seasons. According to the EDD jobless numbers among youth average over fifty percent within the city. The district is classified as a “Provision Two” district under Federal Guidelines which means that the economic levels are low enough to support all student meals being provided at no cost—making the free/reduced lunch count in the district 100%. RSUSD has 89% of students identified as low socio-economic status and the median household income is \$29,302. The average household size is four and 28% of the families we serve are single parent households.

The district serves 2677 students; slightly higher than the enrollment of 2550 - 2650 it has maintained over the last five years. These students attend one of the following eight schools:

- Avenal Elementary School (TK-5)

- Kettleman City Elementary School (TK-8)
- Tamarack Elementary School (TK-5)
- Reef Sunset Middle School (6-8)
- Avenal High School (9-12)
- Adelante Continuation High School
- Sunrise Continuation High School
- Secondary Community Day School (7-12)

The district employs 137 teachers, 14 administrators, and 150 classified staff, The district generally hires 10 - 15 new teachers a year due to staff leaving or retiring.

Teachers began working collaboratively planning with grade levels across the district to develop a schedule of activities for parents/students to be able to access and use. Students were allowed to retain their Chromebook and WiFi boxes. Teachers continued to meet weekly as grade level and department level PLC's via Zoom. They also met weekly with their administrators and instructional coaches via Zoom to provide support, plan, discuss questions regarding instruction and services to be provided. Teachers meet with students via Zoom and Google Hangouts and used Google Classroom and Google Sites to provide lessons to communicate with students and parents regarding new information from day to day. To sustain distance learning for an indefinite period of time, the teaching staff have introduced additional resources into their virtual classrooms to keep students engaged and learning.

Student Services teams have been actively reaching out to our students throughout the closures, throughout the summer, and they continue to be active during the fall 2020. One on one counseling sessions continued, small group counseling was offered, and resources were provided throughout the district and community via newsletters, Google Classroom, virtual offices, and through social media outlets. School administrators and support staff throughout the district continued to work remotely or at school sites as needed. Special Education staff continued to offer services as well and provided outreach for their students to help them and their families adjust to distance learning.

The impact of the COVID-19 pandemic and subsequent school closure has had a major impact on our students and families. The most prevalent areas impacted by the COVID-19 pandemic:

Students unable to receive traditional support from teachers, small group instruction and little to no socialization with classmates and school staff.

Students and parents have limited resources for mental health and counseling needs.

Students and parents are concerned with the reduced amount of supervision and support students receive since the school closures.

Students are unable to receive traditional tutorial support during the instructional day or after school.

Intervention supports are limited due to distance learning.

It is more difficult to assess and measure student's academic progress

Despite the adverse situation presented by COVID-19, we are proud of our staff for going above and beyond to ensure learning continues for all students, their dedication to our students, parents, and school has never shined more brightly than now.

Stakeholder Engagement

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

The stakeholder engagement process began in the spring of 2020 following the closure of schools. The process included communication via the Community Engagement Coordinator, District and School websites, surveys, social media outlets and more, all of which were offered in English, Spanish and other languages listed on AERIES as "home language". In order to ensure feedback from stakeholders that do not have internet, RSUSD sent letters home, an all call system was used to reach out as well. Stakeholders were encouraged to contact sites to provide verbal input/comments that would be gathered by site secretaries and communicated to District level administrators before finalizing the plan. Each site met with School Site Councils and English Learner Advisory Committees for recommendations and comments regarding the specific actions and expenditures proposed in the Distance Learning Plan. A study group was also developed at the secondary level to get input from students.

Reef-Sunset Unified School district created an LCP District Leadership Team (Superintendent, Director of Curriculum & Instruction, Director of Human Resources, Community Engagement Coordinator, Chief Business Officer, Assistant Director of Fiscal Services, Director of Student Services, and Director of Technology) to oversee the progress of the Learning Continuity and Attendance Plan process, prioritize all stakeholder recommendations, and monitor plan progress throughout the school year.

8/17/20 Review Learning Continuity and Attendance Plan Timeline

8/20 Roles/Responsibilities, Review Learning Continuity and Attendance Plan Process, Budget

9/1/20 Review Needs Assessment Data, recommendations from stakeholders for plan

The Administrative Leadership Team consists of all administrators and program leaders in the district. This team met on the following dates:

8/3/20. Data Analysis/Continuous Improvement Process

8/4/20 Learning Continuity and Attendance Plan input/recommendations for 2020-2021 plan

8/18/20 Learning Continuity and Attendance Plan Timeline, CA Dashboard and Accountability

Community/District Board Meetings

8/20/20 CA Dashboard and Accountability

9/10/20 Presented the Learning Continuity Plan to the community at a public hearing of the governing board of the school district for review and comment. The agenda for the public hearing was posted on 9/4/20 and included notification of the location where the Learning Continuity and Attendance Plan was made available for public inspection (RSUSD district website www.rsusd.net)

9/17/20 Submit Learning Continuity and Attendance Plan and Budget for adoption to the Board

Site ELAC/Parent Advisory/SSC

8/31/20 Avenal Elementary

8/26/20 Kettleman City

8/27/20 Tamarack Elementary

8/28/20 Reef-Sunset Middle School

9/01/20 Sunrise Continuation

9/02/20 Avenal High School

KCOE Collaboration

7/20/20 KCOE introductions and communication regarding LCAP development

8/14/20 Learning Continuity and Attendance Plan Meeting with KCOE

8/18/20 KCOE Developing Learning and Attendance Continuity Plan that Embrace our English Learners

8/20/20 KCOE Learning Continuity Plan Training

9/4/20 KCOE Learning Continuity Plan Collaboration

Needs Assessment Surveys

8/17/20-8/21/20 Parent Survey window

8/17/20-8/21/20 Student window

8/17/20-8/21/20 Certificated, Classified, Administration Staff window

Meetings with bargaining groups to provide input and share priorities

9/3/20 CSEA

9/3/20 WKCTA

District meetings held on the following dates:

7/14/20 DELAC

8/26/20 Technology Plan Committee

8/27/20 Curriculum and Instruction Planning Team

9/1/20 DELAC review of draft Learning and Attendance Continuity Plan, request for input, feedback, comments.

2/12/2020 LCAP Parent Advisory

9/9/20 Distance Learning Task Force

Student body representatives from each school site met to provide input. Student body representatives included English learners, low-income students, students with disabilities, and foster youth. Meeting date: August 2020

The superintendent response in writing to DELAC comments received: September 15, 2020

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

Meetings with stakeholders have been streamed via Zoom to allow remote participation in public hearings, local governing board meetings, parent, student, and staff group meetings . Translation services in parent meetings at the school site and for DELAC parent meetings is provided. Our district technology department streams all public hearings and board meetings via Zoom. The Zoom link for participation is posted 72 hours prior to each meeting on our district website, at the district office, and each school site. The district will purchase a Zoom license which will include Zoom translation services for remote public meetings and hearings. Each RSUSD family received a hot spot in March 2020 which they are familiar with using to make WiFi accessible. Additionally, we are upgrading our district website to make it more user friendly and easier for families to locate information.

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

The following feedback was provided by stakeholders listed above for the 2020-2021 Learning and Attendance Continuity Plan:

Students:

Students expressed concerned about when they would be able to return to in person classes, they prefer to learn in a traditional model/face to face.

Students have been affected socially and emotionally, they feel that it has been hard to go without social interaction.

Trouble adjusting to remote learning

Social emotional supports

Frustration with technology and connectivity issues.

Distractions at home and technology issues causing frustration.

Upon reopening we should keep in mind that students might have social anxiety and we need to make safety a priority.

Upon reopening students asked for tutoring and time to adjust.

Staff:

Webcams

Additional screen

Upgraded technology

Student headphones

Manipulatives

WiFi/Connectivity

Zoom District Subscription

Accountability

Social activities/opportunities for students

Communication (website, SLACK, media, Distance learning expectations video)

Smaller document camera
 Earbuds or Headphones for students and instructional aides w/noise canceling
 Game/trivia app to help students socialize during social distancing.
 Internet infrastructure
 Safety/facilities/lighting
 Nutrition- providing healthier breakfast/lunch options for students
 SEL lessons for teachers
 Science curriculum - how to bring labs to home
 Science supplemental online resources - gizmos,sci studies weekly, mystery sci
 Need for data center
 Updated phone system
 Standardization of classrooms - inventory what classrooms have
 Amplification systems
 Ipiros USB connections
 Student engagement
 Go Guardians
 Tech technicians for technology support
 Technology(multiple devices) for teachers or TV screens, multiple monitors
 Student internet
 ESL and SPED technology(headphones or earbuds)
 Instructional Aide Support
 Professional learning: student engagement, technology software and platforms

Parents/Community/Board:
 WiFi/Connectivity
 Independence, responsibility and accountability for their student
 No adult supervision for students
 Technology use and need for training
 Responsibility of older students supervising younger siblings
 Difficulty for students to concentrate at home
 54% feel that distance learning should continue to be an option when reopening occurs
 Improvements in technology to make distance learning easier, including reliable internet connection, appropriate tools and devices
 Upon reopening safety should be the priority (PPE equipment) followed by academic support for learning loss and SEL
 Tutors for students
 Setting expectations for students, be on time, eat before class, take work/classes seriously,
 Provide opportunities for parents to pick up materials after 4:30 for parents that work
 Improved communication
 They are in agreement with Renaissance, communications contract, and technology upgrades (server/LTE devices)
 Suggestion: provide hot lunches daily instead of prepackaged lunches once a week

Small groups interventions should be put in place upon reopening
 Provide teachers with appropriate technology tools
 Consider tablets for younger students and SPED students that struggle with Chromebooks and/or keyboards
 Additional screens for teachers
 Support for substitute teachers teaching in a distance learning format
 Parent engagement
 Parent professional learning
 Prioritizing the use of SEL lessons, making it a daily requirement
 Communication and access for parents and students seeking support for mental health, social-emotional assistance
 Apptegy- access for SEL/Mental health
 Communication- making sure office staff knows who to direct the public to
 Provide high school students with access to clubs
 Make sure the attendance/engagement process is clear and easy for staff
 Classroom management and distance learning expectations
 Providing opportunities for students to socialize

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

Stakeholder input received March 2020 through September 2020 has significantly influenced the development of Return to School plans and the Learning Continuity and Attendance Plan. The collective impact of the stakeholder meetings resulted in common recommendations which were considered in the development of the Learning Continuity and Attendance Plan.

The recommendations to be implemented as expressed by students, staff, parents, community and the board are:

- The development of Social Emotional Learning (SEL) lessons and or resources for teachers to use in their distance learning plans.
- Increased and maintenance of technology and equipment needed for distance learning.
- Improve connectivity by upgrading the LTE towers to provide faster connectivity and the ability to have more capacity for internet use for distance learning.
- Provide improved WiFi access and Hot Spots for families with multiple students.
- Provide additional support for at risk students with support staff, counseling, and mental health resources.
- Provide academic supports (small group instruction, English Language Development, summer academies, tutoring, afterschool programs), accountability and monitoring practices for high risk students.
- Improved communication and access to information within district and from school to home.

The recommendations to be implemented as expressed by staff, parents, community and the board are:

- Provide professional learning opportunities for our staff and substitute teachers on distance learning instructional strategies, software, and technology platforms.
- Provide improved safety and health services, training, and equipment.

The recommendations to be implemented as expressed by parents and the community are:

- Provide Personal Protective Equipment including, but not limited to, masks, gloves, hand sanitizer, thermometers, disinfectant, and plexiglass.
- Provide professional learning for families to support their children in a distance learning format.

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.]

Beginning July 1, 2020 the district was moving forward in the development of a plan to open schools in a hybrid model which followed CDC guidelines where students had partial face to face and distance learning with designated groups A & B. Governor Newsom's news conference July 17, 2020 directed all schools in counties on the State Monitoring List to start the year in a distance learning format. Kings County is on the monitoring list and therefore RSUSD was required to begin the school year in a Distance Learning format.

Our plan for reopening schools consists of 3 Phases. Each phase, in accordance with health and safety guidelines and regulations, will allow us to safely transition into on-site instruction when mandated.

Phase 1: Distance Learning with Teacher Support- Implemented during necessary school closures. Can be short periods or temporarily during outbreaks or exposures.

Phase 2: Blended Learning- To be implemented during high risk scenarios and following CDC guidelines. Partial face to face and DL with designated groups A & B

Phase 3: Modified Traditional- Face to face traditional classroom and instruction. Implement preventive practices and proactive processes protocols

Current health conditions requires RSUSD to remain in a Phase 1, distance learning format. We are continuing to plan for a Phase 2, blended learning model, so that we will be prepared to bring students back once it is safe to do so.

Students will receive a blend of screen time and off-screen time learning, interactions with educators using a mix of technology and virtual face-to-face instruction, small group support based on student need, and engagement with the class via a live Zoom meeting or pre-recorded

videos. The district will purchase a districtwide Zoom license to support class instruction and teacher access to reporting features. Grades TK-12 will access lessons via Google classroom or Google Site. Grades 6-12 may also also use Edgenuity

Reef-Sunset Unified School District will provide quality, challenging content aligned to grade level standards equivalent to in-person instruction. RSUSD recognizes that intentional instructional choices will be essential to support all students to mastery, and that this is especially true for students with specialized learning needs. All students will demonstrate the learning objective of the day, engage in lessons with their teachers and peers, participate in small group instruction, and practice strategies to further their understanding of each subject.

RSUSD will review our content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations from Achieve the Core. Our belief is that it is entirely possible to hold high expectations for all students, address unfinished learning in the context of grade-level work, and dial into the assets students bring with them to foster the creativity and energy they bring to learning something new. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Achieve the Core. We will ensure student learning and competency development while also considering a student's social-emotional well-being through systematic cycles of assessment, initial screening, formative and summative assessments, and intervention strategies to accelerate learning for students at risk of continued learning challenges due to impact of COVID and ongoing distance learning.

Classroom-based instruction will be built on the results of district assessments using iReady and Star assessments to provide immediate insights into what skills students mastered before school closed and during distance learning, yielding a baseline for what they are ready to learn in the classroom. We will concentrate instruction and intervention on focus skills – those which are fundamental to each student's development at each grade level, are the most essential in closing learning gaps, and serve as strong prerequisites for new skills. Throughout the school year, we will use iReady and Star assessments for universal screening, progress monitoring, and goal setting. Student engagement and motivation will be maintained via joint teacher-student planning and real-time feedback.

Student Supports - Closely monitor the proficiency and growth of K-3 students since these grades represent a peak number of essential reading and math skills.

Support services staff including LVNs and a District Nurse will work under the direction of the Director of Student Services to teach and reinforce healthy hygiene practices and environments consistent with CDE, public health, and CDC guidance, and have established guidelines to include:

Protective Equipment - Face Coverings/Masks:

Students will be given reusable cloth masks that they will be responsible for bringing to and from school and laundering

- TK - 2nd are strongly encouraged to wear a face mask if they can be worn properly
- A face shield is an acceptable alternative for children in this cohort who cannot wear them properly
- 3rd - High School must wear a mask, unless exempt - If exempt, student will receive instruction through distance learning

Students will be excluded from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Students who are excluded from campus will receive instruction through distance learning. A cloth face covering or face shield should be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced. Staff will be required to wear a face covering when in same area as others.

Hand Hygiene: Wash hands often with soap and water for at least 20 seconds, Avoid touching your eyes, nose, and mouth with unwashed hands

Cover Coughs and Sneezes: Always cover your mouth and nose with tissue when you cough or sneeze or use the inside of your elbow, Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with hand sanitizer

Physical Distancing:

Post Signage: Handwashing/sanitizing – bathrooms, cafeteria, around the school, parent pick up – drop off area. Signage for social distancing in classrooms and hallways. Face covering/mask required. Stay home if sick

Sanitizer Station with at least 60% alcohol for: ALL school buildings which include classrooms, office, bathrooms, etc.

Ventilation: Open doors and windows to increase fresh air into the room if conditions like temperature, air quality, and safety permit.

Staff Wellness Screening: All employees reporting to a RSUSD work site are required to consider their current health condition and “self-certify” prior to entering their assigned work location. A Staff Wellness Screening Self Certification form was developed. This form is submitted to our Human Resources Office and staff is provided with a copy to keep at home to remind them to self-check DAILY and immediately notify their supervisor or Human Resources should your situation change from the initial submission. Additionally, under order of the Public Health Officer, employees must undergo a symptom check prior to entering the workspace. A Employee Daily Symptom Check Review form was created to for daily symptom checks prior to entering the workspace.

Specific Campus entry points for all students and staff: Each entry point will have a temperature check. If a student shows symptoms, the student will be placed in an isolation room for parent pickup. If staff shows symptoms, staff will be sent home and not return to work without a doctor's clearance note.

Campus Access

Under order of the Public Health Officer, individuals must undergo a symptom check prior to entering a work area or school site. A Visitor Symptom Review form was created for daily use with visitors in any workspace.

Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles will include: Custodial staff cleaning and disinfecting/fog daily, an extra midday cleaning at next opportunity if a student is sent home sick after entering the room, cleaning and disinfecting between groups using playground equipment, cleaning and disinfecting between students at cafeteria or eating tables

Teacher or employees will: Clean and disinfect frequently touched surfaces. This includes desks, tables, doorknobs, light switches, countertops, phones, keyboards, faucets, and sinks. Clean visibly dirty surfaces with soap and water prior to disinfection

Procedures, equipment, and practices include: Hand sanitizing stations in all classrooms, gyms, labs, offices, etc. Disinfecting foggers on all campuses and facilities for daily disinfecting. Soap and paper towel dispensers checked and stocked regularly. Classroom furniture arrangements to improve distancing capabilities. Clearing/removal of unnecessary furnishings and clutter from classrooms and office areas

Collection of Supplies: Drop Off by Students/Families - When it is necessary for families to physically come to school to drop off supplies or work, staff will take care to maximize physical/social distancing during the return process. Staff will establish a drop-off location outside the school building or use vehicle pick-up/drop-off lines. A table, protected from the elements, with clearly marked bins by the classroom can be used. Drop-off times will be staggered, so parents and students aren't required to interact with others during the drop-off process. If a parent is symptomatic, they will be reminded to stay home and send someone in their place or wait until they are no longer symptomatic. The drop-off area will be sanitized after each drop-off cycle. Staff will wait 24 hours after a drop-off cycle before beginning to open or handle the collected items/packets. Items that are not paper will require longer time before being handled. Plastics/metals should be left undisturbed for 72 hours if possible. If envelopes are provided, for parents/students to return their work or supplies in, we will use envelopes that do not require them to be moistened to be sealed. Staff will wash hands frequently and after handling items returned from students.

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

Description	Total Funds	Contributing
Personal Protective Equipment/Health and Safety Equipment safeguards to ensure a safe return to school.	\$193,605.63	No
Maintain Student Services Director, nurse, LVNs and supplies, materials, and professional learning to support health and safety.	\$336,833.53	Yes
Maintain custodial staff, supplies, building maintenance, and equipment to disinfect and clean campus due to COVID-19	\$628,172.97	No

Distance Learning Program

Continuity of Instruction

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

Quality Rigorous Instruction

Reef-Sunset Unified School District will provide quality, challenging content aligned to grade-level standards to ensure continuity of instruction for transitions between in-person instruction and distance learning. RSUSD recognizes that intentional instructional choices will be essential to support all students to mastery and that this is especially true for students with specialized learning needs. All students will demonstrate the learning objective of the day, engage in lessons with their teachers and peers, participate in small group instruction, and practice strategies to further their understanding of each subject. Implementation of class size reduction to an average of 24-1 for grades TK-3 supports our ability to monitor the proficiency and growth of K-3 students since these grades represent a peak number of essential reading and math skills.

RSUSD will review our content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. Priority instruction content in ELA/Literacy and Mathematics will be guided by recommendations in work from Achieve the Core. Our belief is that it is possible to hold high expectations for all students, address unfinished learning in the context of grade-level work, and dial into the assets students bring with them to foster the creativity and energy they bring to learning something new. Teachers will make strategic instructional choices about which content to prioritize, and make decisions on what and how to assess based on guidance from Achieve the Core. District pacing guides will be used to support the scope and sequence of our district adopted core curriculum. The guides include essential standards which teachers will use to guide their instruction towards attaining mastery. Students will receive a blend of screen time and off-screen time learning, interactions with teachers using a mix of technology and virtual face-to-face instruction, small group support based on student needs, and engagement with the class via a live Zoom meeting or pre-recorded videos. The district will purchase a districtwide Zoom license.

Grades TK-12 will access lessons via Google classroom or Google Site

Grades 6-12 may also use Edgenuity

Daily Live Interaction

The purpose of daily live interaction is to provide instruction, monitor progress, and maintain school/social connectedness. The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated employee, and ideally live contact with peers, even if live contact is not possible as part of daily instruction. Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction.

Minimum Instructional minutes, as required by CDE, are as follows:

TK and Kindergarten - 3 Hours per day

1st-3rd - 3 Hours 50 Minutes per day

4th-12th - 4 Hours per day

District distance learning daily schedules have been created for Elementary TK-5, Middle 6-8, and High School 9-12 to ensure equity and consistency throughout the district. Following CDE guidelines, the schedules include minimum instructional minutes for each grade span, designated and integrated ELD, asynchronous and synchronous learning, core content areas, and intervention for students with a focus on special education, English learners, foster, and homeless youth. These schedules will be reviewed and revised as necessary. Curriculum and instructional support for school sites will be provided such as training, classroom materials, supplies and learning tools. Grade level leads and department chair will continue to provide site level leadership.

RSUSD recognizes that uncovering and addressing unfinished learning in the context of grade-level work will require teachers to know what students know and can do throughout the school year. To ensure equitable grade-level instruction, assessment will:

1. Be used to determine how to bring students into grade-level instruction, not whether to bring them into it.
2. Center formative practices. Leverage such sources of information as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials.
3. Employ targeted checks for very specific subject and grade-level instructional purposes (specifically, phonics or math fluency inventories, checks for reading fluency).

Initial Screening and diagnostic data will be gathered to determine current levels and student academic needs. A district Progress Monitoring schedule will be used to monitor districtwide student progress. These will include assessing students at various times throughout the school year. Protocols for administering assessments in a Distance Learning format will be provided for teachers and parents. Data will be continuously collected to inform Professional Learning and will be disaggregated by student groups in order to identify the most critical student needs. The district will continue to provide Classroom Aides/Instructional aides for support with student interventions.

To help teachers develop higher levels of confidence as they approach the new year in a distance learning environment, a 6 module course with Dr. Catlin Tucker was provided. Research has established a clear connection between teachers' feelings of self-efficacy, their level of engagement at work, and their job satisfaction. GoGuardian will support our one to one initiative by providing teachers with a portal to direct students' attention to specific online resources and close off-topic tabs on one or more devices. GoGuardian will help keep students on task and away from inappropriate content.

We will utilize Renaissance practice products including Accelerated Reader, myON Reader and myON News, and Freckle to connect students' differentiated practice with teacher-led instruction. Accelerated Reader and myON will allow students to self-select reading materials at their level and reflective of their interests. Freckle will provide assignments tailored to areas in which students need additional practice. Students will have access to virtual manipulatives, hints, videos, and peer help to support their learning. Each of these programs will enable students to set goals and track their personal progress. Continuity of instruction will be ensured since use of these programs is the same, whether in the classroom or at home.

iReady online assessment and instruction will be utilized to help teachers provide all students a path to proficiency and growth in reading and mathematics. Assessments will be used to monitor progress through analyzing the assessment data results, sharing those results with students and families, and planning differentiated instruction based on assessment results.

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.]

RSUSD Technology Plan has included one to one devices for all TK-12th grade students within the district. The plan includes strategies to maintain and upgrade technology devices. The District also provides free internet hot spots to every family/student. The existing Technology Plan that was in place during the onset of the pandemic, made the transition from in person to distance learning run a lot smoother. All school sites disbursed devices and hot spots in March 2020 and families were allowed to retain this equipment through the summer. This ensured that all students had access for summer schools offered and would have necessary resources come fall 2020. Training was offered to assist parents in navigating through the platforms used at a site level. AERIES parent portal will be supported to increase parent communication and access to student information. Families that attended RSUSD in the 9-20 school year are familiar and have access to online curriculum and digital platforms of learning and communication with teachers and staff. RSUSD remains committed to providing technology experts to support families as needed. Site Media Technicians and Lead Technology Teachers are available at each site for technical assistance and staff/parent training. The Technician Specialist supports computer hardware issues, the Student Information Support Technician ensures we are current with new features in AERIES to support student attendance and engagement. The Director of Technology oversees the infrastructure of technical operations, helps to eliminate the increased security risks with distance learning, and maintains the overall operations and systems.

Students having trouble accessing devices or connectivity and/or new students will first contact their classroom teacher. The teacher will address the issue, seek assistance from the site media clerk, and/or submit a Technology Ticket for assistance. Technology is distributed to incoming students (TK/K and any new students) before the first day of instruction. Parents of new students are notified upon enrollment of the process for checking out a device and hotspot. A Laptop and WiFi Checkout Agreement is required to be completed upon distribution of equipment.

Process for Broken Devices

The process for staff to submit a Technology Ticket is as follows:

Step 1: Student Reports Issue to Teacher

Step 2: Teacher opens a Ticket with Tech Department

Step 3: Tech corresponds to help correct the issue

IF Step 3 is unsuccessful, the teacher will proceed to Step 4

Step 4: Teacher directs Student to bring device to School Main Office or Librarian

Step 5: Front Office or Librarian Swaps device out

Step 6: Technology department collects laptops for repair and returns when completed

Step 7: Device returned to student at Main Office / Library

Process for Software Assistance

Step 1: Student Reports Issue to Teacher

Step 2: Teacher corrects the issue

IF Step 2 is unsuccessful, the teacher will proceed to Step 3

Step 3: Teacher submits a Tech Squad Help Ticket request (located on the Tech Squad Website)

Step 4: Site Tech Squad corresponds to help correct the issue

Curriculum Rollover and New Accounts

At the beginning of each school year, curriculum accounts are rolled over and new accounts are assigned for new staff or students. A Technician Specialist is assigned to address computer hardware issues and a Student Information Support Technician provides additional support to make sure accounts are prepared for student use.

Unique circumstances faced in the RSUSD attendance area include connectivity issues in our most rural areas. Specifically, the Kettleman City area has experienced large numbers of students with connectivity issues due to the current limitations on the WiFi tower. To support increased connectivity and bandwidth needed to allow for effective distance learning we will upgrade our cellular tower to support "Massive MiMo". Additionally, a new data center will be added to support the increase of student content being collected and created for distance learning. Laptops will be purchased to allow support staff to work collaboratively with the classroom teacher and students. The district will also purchase additional technology to establish a refresh cycle of equipment due to the extended use of equipment and increased need for repairs and replacement. Site level Media Clerks will provide technical support for students and families.

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.]

Student participation will be measured by a combination of attendance and engagement in daily instructional minutes. Documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of RSUSD, including those other than teachers, and pupils or parents or guardians. Students will be graded through formative assessments including the work student is producing with feedback from the teacher.

Each teacher will track the following information on a weekly basis:

1. Number of students in attendance, using AERIES
2. Number and percentage of students engaged, using the Student Engagement Tracker

Attendance for Elementary

Student attendance will be marked in AERIES by the teacher

Teachers will mark the students that are present for the session.

At the end of the daily sessions, the teacher will mark the regular daily attendance. Teachers will mark only the students that were not in attendance for any sessions. If the student has attended at least one of the sessions they will be present for the day. Teachers are expected to mark all of their attendance for the day by the end of the school day. Office staff will verify attendance is taken and notify teachers if attendance is not completed via email. Teachers will have until noon the following day to complete the attendance that was not completed.

Attendance for Middle and High School

Teachers will mark the corresponding period screen for attendance. The periods are marked accordingly.

Teachers will mark the students that are NOT present for the session.

At the end of all periods that given day, the attendance clerk will populate the All Day Box with students that did NOT attend any of the three period sessions. If the student has attended at least one of the periods they will be present for the day.

Teachers are expected to mark all of their attendance for the day by the end of the school day.

Office staff will verify attendance is taken and notify teachers if attendance is not completed via email.

Teachers will have until noon the following day to complete the attendance that was not completed the prior day.

Daily Participation and Weekly Engagement Report

The district will use a template developed for Aeries called the "Weekly Engagement Report". This is similar to the Weekly Attendance Report currently available in Aeries but will contain additional content that is consistent with the information on the "Combined Daily Participation and Weekly Engagement" Template that California Department of Education recently published. This report will attempt to fill in as much information as possible. It will pull data from Class Calendars, Gradebook, Attendance, Attendance Notes, and Weekly Instructional Minutes Certifications. If any of that information is not available, the teacher will then manually record the required information on the printed paper. This report will be run for all school weeks during the 2020-2021 school year.

Time value of assignments will be determined by teachers for synchronous and/or asynchronous assignments. Weekly lesson plans will be required for all classes at all grade levels and will include assignments given to students on every day of remote instruction. If maintained by the teacher, they will be recorded in Aeries gradebook or stored in a shared network. Each teacher will track the following information on a weekly basis:

Number of students in attendance, using AERIES

Number and percentage of students engaged, using the Weekly Engagement Report.

The Curriculum & Instruction department will monitor online learning platforms for student engagement and use of programs. Programs such as Renaissance, include the ability to measure student participation through a variety of real-time reports which, in addition to tracking student progress toward goals, display the number of books/articles read, number of reading or math assignments completed, and actual time spent in reading or math practice.

Each RSUSD campus has designated a contact person at each site to track students who are absent from distance learning for more than three school days. All documentation of Tier II and Tier III actions will be entered into the Intervention screen in AERIES.

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.]

Professional learning will focus on distance learning best practices to ensure our students are provided a rigorous and effective online learning experience, while meeting their social emotional well being. District approved curriculum aligned to the state standards and instructional learning tools and materials help guide good first instruction. Professional learning and resources specific to technical support for staff, students, and parents will be included in our Professional Learning Calendar for the year. Our Professional Learning will be guided by the following Principles for High-Quality, StandardsAligned Professional Learning:

Principle 1: Professional learning must be content-focused. Professional learning builds teachers' content knowledge and pedagogical content knowledge necessary to teach the concepts of their discipline.

Principle 2: Professional learning must be teacher- and student-centered. Professional learning promotes collective responsibility for students' learning and cultivates a dynamic culture for adult learning.

Principle 3: Professional learning must be instructionally relevant and actionable. Professional learning is anchored in the instructional priorities of teachers' daily work and is sustained in a coherent system of collaborative planning, classroom practice, observation, feedback, and continuous cycles of inquiry grounded in evidence of student learning.

Additionally, we will adhere to the Quality Professional Learning Standards (QPLS) to promote professional learning that is:

- Rooted in student and educator needs demonstrated through data
- Focused on content and pedagogy
- Designed to ensure equitable outcomes
- Designed and structured to be ongoing, intensive, and embedded in practice
- Collaborative with an emphasis on shared accountability
- Supported by adequate resources
- Coherent and aligned with other standards, policies, and programs

The goals for professional learning to support students and staff in distance learning are:

- Address the social emotional needs of students
- Promote student engagement strategies which will ensure equitable outcomes for all students
- Identify focus skills that are essential to closing achievement gaps and improving student outcomes
- Use data to support instructional decisions and support multi-tiered systems of support
- Provide technical support to ensure successful access for student learning

Professional learning activities that will support these goals include:

- A series of 6 online learning modules with Dr. Catlin Tucker that focus on how to take offline courses blended and fully online. The courses included detail on online learning theory, designing an online course, provide instruction blended/online, and facilitating

academic discourse in online environments. The course provided teachers with the tools they need to be effective in teaching blended and online while creating a community of learners capable of making meaning in the online environment.

- RSUSD will continue to reinforce the development of regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data.
- Use of the English Learner Roadmap to support the four guiding principles: Assets-Oriented and Needs-Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, System Conditions That Support Effectiveness, Alignment and Articulation Within and Across Systems
- iReady training to support program implementation, data review, and targeted lessons to support student learning.
- Renaissance professional development which supports distance learning. This may include interactive virtual seminars, product-embedded online resources, on-demand webinars, dedicated coaching, online data reviews, and self-paced courses on literacy, math, and data collection and analysis. Technological support will be immediately available from Renaissance via phone, chat, or email.
- Support using online programs or applications including Zoom, Screencastify, Discovery Education, Reading A to Z, and others.

Teachers on special assignment will provide curriculum and instructional support as Instructional Strategy Coaches. The Instructional Strategy Coaches will work collaboratively with staff to create a Professional Learning Calendar which will include training for certificated staff, classified staff, and parents. Content for the calendar will be developed from feedback received through survey results, meetings, and in alignment with our district goals for professional learning. Instructional Strategy Coaches will develop a Curriculum & Instruction website with instructional content and technology resources. This will include training videos, links, and how to documents. One Instructional Strategies Coach is designated to provide training and support for EL students specifically addressing English Language Development Instructional Strategies. The Instructional Strategy coaches will also support beginning teachers to effectively implement District curriculum programs and coordinate classroom structures for learning for effective distance learning.

Certificated Lead Technology Teachers, Tech Squad, have been selected to provide technology instructional support to staff, support site and district training, create content for training and resources (ie. technology website), and serve as an advisory team to provide input and recommendations for instructional technology. Tech Squad will receive training to build their capacity and ability to train at their site and within district on best practices. Tech Squad will also work collaboratively with site administration to schedule training for teachers and parents. A RSUSD Technology website will also be created to support instructional practices, communication, and assistance with technology. A part-time classified Technician will educate parents in components of digital literacy through sessions offered monthly.

Additional support includes a District Librarian to support instruction providing leadership through instructional technology support, coordination of our certificated technology lead teachers, professional learning, and ensuring equity of core curriculum materials and technology resources. Classroom Aides/Instructional aides will support classroom and distance learning instruction. Classroom Aides/Instructional Aides will receive training to support distance learning. The District nurse and LVNs will provide health and safety procedures training to all sites. This training will focus on best practices for health and safety as well as training on proper screening. During distance learning it is the Health Services' goal to provide quality health education through distance learning by reaching all grades. The health modules will be individualized based on grade and appropriateness of materials. The first module will be COVID-19 related and be shared throughout all grades. Keeping one healthy is another topic that will be shared among all grades. It will be shared with students, staff and parents. There will be individual modules based on grade. Examples may include:

TK/K: Oral health and Dental Hygiene (Brushing teeth and the importance of dental visits).

1/2: Handwashing/Germs

3/4: Health Norms (How to prevent spreading germs)

5/6: Puberty (Hygiene, body changes- parent permission required)

7/8: Positive Prevention(Middle School Modules- 13 weeks)

9/10: Positive Prevention (High School Modules- 13 weeks)

11/12: Mental Health

Each cafeteria kitchen coordinator will be trained to be the COVID-19 coordinator for their school site's kitchen. As the COVID-19 coordinator for their school site's kitchen they will learn to health screen employees before entering/leaving their facility. They will also teach and reinforce handwashing and proper use of a cloth or disposable face cover. Classified and Maintenance and Operations staff will all received mandated COVID-19 Guideline training.

The Director of Curriculum and Instruction will work collaboratively to support professional learning which includes partnerships for services with Kings County Office of Education, Fresno County Superintendent of Schools, and Tulare County of Education for technical, instructional, new teacher support and other services to support teachers, administration, and district personnel. Conference opportunities which support distance learning, leadership development, and effective instructional strategies will be offered to staff when available.

Staff Roles and Responsibilities

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

COVID-19 and the transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. Classified staff may be given alternate assignments when their traditional role cannot be fulfilled. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Key changes to roles and responsibilities of staff include:

District Administrators

- Develop distance learning guides and procedures for operating in a remote learning environment
- Collaborate with all stakeholders through the establishment of a District Return to School Task force and Curriculum & Instruction Planning Team
- Order adequate PPE, signage, materials needed as a result of COVID-19

- Follow guidelines from the Centers for Disease Control (CDC), review local and state recommendations from county offices of health and education on reopening school sites and ensure communication with all stakeholders
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases Ensure
- Monitor and address connectivity concerns

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Communicate distance learning information to support teachers, students, and families.
- Monitor instruction virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Monitor attendance and student engagement process
- Follow guidelines from the Centers for Disease Control (CDC), review local and state recommendations from county offices of health and education on reopening school sites and ensure communication with all stakeholders
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases Ensure
- Distribute meals
- Sanitize and distribute devices

Certificated

Equipment, Training, and Technical Support

- The District shall provide all necessary equipment, such as a district classroom, laptop, cameras and any other necessary equipment, as determined necessary in order to deliver learning. Staff shall not be liable for damage to District equipment.
- Bargaining unit members shall receive professional development on the use of technology and the delivery of instruction via distance learning. Professional development shall take place virtually prior to the implementation of distance learning, during contracted days and work hours.
- Bargaining unit members who participate in training outside regular work hours, that is aligned to district goals related to distance learning and has been pre-approved by the Director of Curriculum and Instruction, upon confirmed attendance, shall be paid \$42 per hour.
- Information regarding training opportunities shall be communicated with all bargaining unit members via email. Training shall be determined by the district and will be specific to CDC guidelines and/or ESSA qualification of the individual unit member.
- The District shall provide bargaining unit members access to District provided technical support via virtual tools. This may include access to technical support personnel, helplines, and other technical support from District vendors and/or staff, as well as instruction on distance learning platforms and instructional materials.
- The Unit member will complete mandatory online training that addresses effective hygiene practices including but not limited to hand washing, physical distancing, and PPE usage. The School Nurse may be available for additional training to be determined by the District administration.

- All Unit members will complete mandatory training specific to distance learning delivery model, hybrid model, and modified traditional model prior to implementation.

Communication, Collaboration, Privacy, and Security

- Bargaining unit members shall check their District email daily during the regular work week.
- Staff may collaborate virtually as they deem necessary and appropriate while they are engaged in distance learning. Recognizing this unique situation, additional collaboration outside of the current negotiated agreement may be needed, the time and manner of collaboration will not be determined by District or site administration or compensated if outside of contracted days and hours.
- Unit members shall inform parents and students of their availability to provide support and clarification via email and/or other virtual platforms. Bargaining unit members shall not be required to provide personal cell phone numbers or email addresses in communications with parents or students. Virtual staff meetings, if needed, shall be held in accordance with the current negotiated agreement. Bargaining unit members who are not available during the scheduled staff meetings are responsible for watching a recorded version (if made available).
- Students will participate in live video/audio lessons and will follow the District's acceptable use policy.
- Any curriculum resources or lessons provided by the District should be considered the baseline (or a starting point for instruction during this period of distance learning). Teachers may customize the content to meet the needs of the students in their class(es), provided that the adjustments are based on student performance data, grade level standards, and/or a student's IEP/504 plan. Bargaining unit members may choose to be innovative and develop activities which are aligned to target standards to support and encourage their own innovative teaching modalities. Unit members shall not be evaluated on those lessons and/or instruction during this pandemic/period of distance learning.
- Bargaining unit members will be expected to lesson plan and provide instruction, resources, and support to students through distance learning. However, considering the personal challenges presented by the COVID-19 pandemic (e.g., members' own childcare concerns/needs). These minimum times include screen time, core instruction, intervention, and other standard based activities per grade level- TK-K: minimum 3.0 hours daily, 1-3: minimum 3 hr 50 mins daily, 4-12: minimum 4.0 hours daily
- The coursework provided to students shall have the intention of promoting continuity of learning while students are not in school. This will include enrichment, intervention, and grade level standards based instruction which will be subject to grading and accountability. The pace of instruction shall be at the discretion of the teacher based on the needs of their students.
- All teachers will be required to provide lesson plans that will be readily available to administration upon request. Lesson plans may be provided in written or electronic format and will be based on content standards, IEP Goals, Language Acquisition Goals as appropriate for the distance learners.

Special Education, Counselors, and Psychologists

- The parties agree to meet at the request of either party to address implementing guidance from the CDE and/or Federal Department of Education in order to provide equitable and appropriate education for students with special needs. Special education teachers will work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and ensure that lessons and activities are appropriate, as documented in the student's IEP.

Students with moderate to severe disabilities will be provided continuity of learning through a variety of distance learning resources, as appropriate. This enables all students access to the same learning opportunities. If it is determined by the IEP team that a student should remain in an in-person learning environment five (5) days per week, the District shall offer in-person learning so long as the student is part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU.

- School Psychologists will provide appointments for students for social emotional and/or behavioral needs as determined by student data, administrator and/or teacher referral, or psychologists, as well as communicate with families to provide support. Any appointments scheduled may be conducted by telephone or virtual tools; if it is deemed that high risk students need in person services, unit member and student will be provided PPE.
- Virtual tools shall be used to hold any necessary IEP meetings and to meet and collaborate on a student's IEP.
- All certificated bargaining unit members not assigned as a classroom teacher and other staff working in these positions (including but not limited to counselors, librarians, psychologists, prevention intervention specialists, mental health clinician, teachers on assignment, academic coaches, and nurses) shall maintain all physical distancing, and PPE.
- Counselors will provide virtual or telephone appointments to students for academic counseling, monitoring, and guidance as determined by student data and administrative referral. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate; if it is deemed that high risk students need in person services, unit members and students will be provided PPE.
- Mental Health Clinicians/Prevention Intervention Specialists will provide virtual or telephone appointments to students for social emotional counseling, monitoring, and guidance as determined by student data, administrator referral, or Mental Health Clinicians/Prevention Intervention Specialists. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate; if it is deemed that high risk students need in person services, unit members and students will be provided PPE.

Accountability

- The teacher shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the distance learning teacher. If a student attains (3) absences, progressive measures will be taken by the teacher to make contact with student/parents and work collaboratively with site administration to provide intervention per current education code.
- School sites will continue to work on improving communication with parents, community members and employees, and agree to host one Zoom meeting for stakeholders once per month, with District representation in attendance.

Classified

CSEA positions may be required, with training, to perform alternate duties not otherwise contained within their current job description including, but not limited to:

- Wiping down, disinfecting or sanitizing workstations, equipment and adjacent areas;
- Help with the distribution of hand sanitizer;
- Student Supervisor Aide, PBIS Aide, Instructional Aide, AdultEd Student Support Aide, Bus Driver/Utility, Lead Bus Driver/Vehicle Service being asked to support student services, or District operations;

- Any unit member being asked to enforce safety provisions, both parties agree that enforcement means reporting concerns to the appropriate administrator promptly;
- Student Supervisor Aide, PBIS Aide, Instructional Aide, AdultEd Student Support Aide, being asked to enforce safety provisions, support technology troubleshooting for students and parents, health screening of staff or visitors, attendance verification, and/or wellness checks;
- LVNs assisting with health screening of staff, or visitors, and assisting with contract tracing of staff and students.
- To the extent possible, the District will consider seniority, individual employee concerns, and necessary accommodations when assigning duties outside a unit member's job description.
- Unit members performing duties not contained within their current job description is a temporary solution to a current need.
- Keeping CSEA informed regarding the duties being performed outside of unit members' job descriptions.
- The unit member may have to complete additional training to complete alternative duties in support of student services or District operations. The District will notify employees of required trainings, who their temporary direct supervisor is for these tasks, and provide all necessary PPE.
- Job duties are expected to be conducted at school sites, departments, and/or district offices with written approval from the Superintendent or designee.

Additional support staff will be hired for the Human Resources Department to help reduce absenteeism to ensure continuity of instruction.

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.]

RSUSD recognizes the need to support English learners to ensure students have instructional supports and scaffolds in core instruction to ensure students' access to grade-level content. As emphasized by the Council of the Great City Schools in Addressing Unfinished Learning After COVID-19 School Closures, "Teachers should therefore resist the inclination to 'water down' instruction and assignments for ELL students—and other students with specialized learning needs. These students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars." RSUSD understands that for English learners, language and content development are simultaneous and will be considered in context of math and literacy instruction. Additional support to English learners will include telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, the district will consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to English learners. To ensure EL students are showing growth in the area of reading, regularly scheduled i-Ready and Star Reading assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view i-Ready and Star results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

Designated and Integrated English Language Development

The goal for English learners is to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English learners will be identified through the home language survey and ELPAC initial assessment. As RSUSD engages in Distance Learning, lessons will include specific considerations to address appropriate supports and scaffolds necessary for language development as well as formative measures to note progress toward English proficiency. Planning for small group collaboration will be imperative for ELs to authentically practice language and receive feedback.

In addition to integrating ELD scaffolds and supports into all distance learning lessons, there will be Designated ELD built into daily lessons. The time for Designated ELD is indicated within each daily schedule for elementary, middle, and high school. Students will be grouped into Emerging, Expanding, and Bridging proficiency levels based off of ELPAC results. Teachers are expected to use the district adopted Designated ELD materials. Research based supplementary materials and strategies which support Reading, Writing, Speaking, and Listening may be used, as needed. English Language Development minutes and curriculum will be included in the daily schedules and ELD supports will also be integrated into the curriculum. Special education students identified as English Learners will continue to have an IEP which includes ELD. Students not identified as an EL will be provided with grade level appropriate work to complete during the ELD block.

The RTI Reading ELD core curriculum for TK-12 will continue to be implemented to support language acquisition. Teachers will be supported by a teacher on special assignment to provide curriculum and instructional support to EL students through English Language Development Strategies. Classroom microphone and speaker systems in each classroom will be maintained to help increase students abilities to hear consonant sounds and to speed up their acquisition of the English language.

The Ellevation monitoring platform will be used to access data needed to make instructional decisions for English learners. Ellevation organizes all English learning information and data into one dashboard to allow teachers, coaches, and administrators to collaborate on individual English learner instruction, communicate with parents, and access district wide aggregate assessment data. Data from Ellevation will be used in PLC meetings to monitor student progress and help to identify students for reclassification.

DELAC meetings will continue to be offered through a virtual platform, zoom, to continue supporting the families of EL students by informing them of resources available for their children and seeking their input regarding programs and services. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the supports needed at each school .

Special education, related services, and accommodations required by an individualized education program.

If a child has an IEP, the teacher, working with Special Education teachers and other resource teachers, will modify the lessons according to the child's IEP. Special Education teachers will connect with each family to develop a Distance Learning Plan.

Counselors and appropriate support staff will be particularly focused on students that are considered high risk of special needs or circumstances. Their role is to reach out and develop individual learning plans as needed to assist and accommodate for the identified student. The learning plans will be individualized to provide any additional support that will help the student transition to a successful distance learning module as well as adjust socially and emotionally. Student services and support staff will communicate with and share the plan with site admin and the teacher assigned to the student. Teachers will be asked to make reasonable accommodations or work out additional

supports as described in the individual learning plans, It is important to note that ILP's will not be necessary for all students in these categories but will be considered and developed if deemed necessary by the team.

Special education students will receive instruction through distance learning or in-person instruction. Students are identified for special education services through a comprehensive evaluation to determine eligibility. Students previously qualified for special education services are identified through regular reports in AERIES, notice from the families and/or the county when placement happens, or information received on the enrollment packet/emergency cards. A team of educators will routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. Services to address the needs of special education students are driven by goals and objectives that are developed through the IEP team and measured by standardized and informal assessments and observations. During remote learning, this process will include adjustments or accommodations needed to support students in the remote environment. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. District assessments, teacher observations, and communication with parents are used to determine progress towards academic or behavioral goals. The special education team will address the unique needs of each student through both formal and informal means in a collaborative team process.

To ensure students identified as foster youth are successful during remote learning, the district liaison makes sure that each student has what they need in order to be successful in a remote learning environment. Site liaisons provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programs, including school transitions, to minimize disruptions in enrollments for foster youth. Differentiated graduation requirements are provided as allowed and or necessary.

Students who are experiencing homelessness are also provided with the support they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates to assist with the identification of students and reach out to families to provide information and resources. The liaison conducts needs assessments with all families experiencing homelessness within a week of enrollment, and connects families to school- and community-based supports through a referral process. We use our Mc Kinney-Vento funds, other local, state and/or federal funds allowed to aid this population of students, on top of general funds where committed/applicable. We apply differentiated graduation requirements as allowed/necessary. The district has a goal to increase outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs.

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

Description	Total Funds	Contributing
Technology to support distance learning including replacement equipment for students and staff, upgrading the LTE towers to provide faster connectivity and the ability to have more capacity for internet use, upgraded student file servers, DHCP, DNS, board room upgrade, cabling, and Verizon hotspots.	\$1,093,113	No

Description	Total Funds	Contributing
The district will add additional support to Human Resources to help reduce absenteeism to ensure continuity of instruction and certificated lead technology teachers to support technology instruction. RSUSD will maintain instructional aides, a district librarian, grade level department leads/chairs, media clerks, Director of Curriculum and Instruction, and instructional coaches to support distance learning. Maintain class size reduction 24-1 TK-3 and KCOE, FCOE, and FCSS contracts for coaching and curriculum instructional practices.	\$2,430,596.60	Yes
Instructional technology and materials to support distance learning including Screencastify, district zoom license, Brainpop, Edpuzzle, Discovery Education, Learning A to Z, and GoGuardian to keep students engaged. Maintain technology support including a Technician Specialist, System Information Support Technician to support instructional technology, and upgrade one-to-one technology devices.	\$971,668.21	Yes
Maintain English learner supports including EL Reading level and comprehension curriculum, an English Language Development Strategy Coach, and microphone and speaker systems.	\$206,087.75	Yes
Maintain New Teacher Support contract partnership with KCOE to provide support for beginning teachers to implement effective instruction, use of assessments, and distance learning practices.	\$104,000	Yes
Professional Learning opportunities for staff to meet distance learning needs, these include, but are not limited to Google classroom, Zoom, Screencastify, Edpuzzle, Student Engagement, Seesaw and distance learning with Dr. Catlin Tucker for teachers TK-12.	\$74,500	Yes
Maintain the adoption of supplemental state approved standards aligned instructional materials for Science.	\$630,889.43	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.]

RSUSD recognizes that uncovering and addressing unfinished learning in the context of grade-level work will require teachers to know what students know and can do throughout the school year. Intervention and support classes will be added to the master schedule at all sites to address pupil learning loss that results from COVID-19. Instructional aides and other support staff will also be focused on students whose learning was affected as a result of COVID-19. Additionally, Credit recovery efforts and opportunities will be increased at the secondary level in order to assist students to get back on track to graduate on time. Students learning status will be measured by grade level universal screeners in ELA, ELD and Math, followed by grade level benchmarks. All students will be assessed and data will be disaggregated by student groups, including English learners, foster, homeless, students with exceptional needs, and CA Dashboard student groups.

District Plan for Assessing Students to ensure equitable grade-level instruction, assessment will:

1. Be used to determine how to bring students into grade-level instruction, not whether to bring them into it.
2. Center formative practices. Leverage such sources of information as exit tickets, student work, and student discussions. Use these sources of information to inform instructional choices in connection with high-quality instructional materials.
3. Employ targeted checks for very specific subject and grade-level instructional purposes (specifically, phonics or math fluency inventories, checks for reading fluency).

A District Progress Monitoring Schedule will be used to monitor district wide student progress. Assessment data will be collected two times in the fall and two times in the spring. Protocols for administering assessments in a Distance Learning format will be provided for teachers and parents. The assessment protocols will be provided in English and Spanish.

The plan to address learning loss will include the use of i-Ready program assessments. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in person, distance learning, or blended instruction. iReady assessments will be included on the District Progress Monitoring Schedule in addition to Star Reading and Math assessments.

By administering Star assessments in English or Spanish, we will have an immediate and accurate picture of each student's current skill levels which can be compared to the last assessment administered before the interruption of the 2019-2020 school year. These assessments take 20 minutes to determine where a student is on the learning progression aligned to the California Common Core State Standards. During periods of distance learning, Star assessments will be administered remotely to small groups of students using a video-conferencing tool that allows the test monitor to see students while they are testing. Focus skills will be clearly identified in the Star software and reports, enabling us to prioritize instruction and interventions to close identified learning gaps in reading and mathematics.

Classroom teachers will conduct regular assessments with the support of instructional aides in some grade levels. The following assessments will be utilized in the areas of English language arts, English language development, and mathematics:

English language arts progress monitoring will be assessed using iReady, Star Early Literacy and Reading, curriculum embedded assessments, teacher assessments, and teacher observations.

Mathematics progress monitoring will be assessed using iReady, Star math, curriculum embedded assessments, teacher assessments, and teacher observations.

English Language Development progress will be monitored using core curriculum embedded ELD assessments, Test of English Language Learning (TELL), and the ELPAC.

Edgenuity will be used to assist students that fall behind due to the closures. Edgenuity is an online, credit recovery program that can be used to recover credits.

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.]

RSUSD will address address learning loss and accelerated learning for pupils using a tiered instructional delivered system. Tier 1 provides standards-aligned instruction using district adopted core materials, using evidence based instructional practices, and differentiated instruction. Tier 2 includes targeted, supplemental instruction delivered in small groups using evidence-based interventions. Students are identified through screening and other data sources for enrichment, at risk supports and behavioral outcomes. Students in Tier 3 will receive intensive intervention and supports to address significant gaps in learning. Students are identified through screening and other data sources after Tier 2 strategies have not been successful, per assessment data. Star assessments in fall, winter, and spring to identify progress in mastering essential standards and determine which require additional targeted instruction to address learning loss and drive growth. District pacing calendars have identified essential standards which will be the focus of instruction for all tiers of instruction.

Differentiated student practice in iReady, Accelerated Reader, myON, and Freckle based on assessed skills, will support the needs of low-income pupils, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Additionally, online tutoring services will be made available for students identified for Tier 2 interventions.

To address potential learning loss of English learners, teachers meet in weekly PLC meetings to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is provided to all identified English learners. Additional tutoring sessions will be provided to EL students to support the development of their proficiency in English. Newcomers will additionally have the opportunity to receive supplemental support using Rosetta Stone to enhance language development skills.

Star assessments in Spanish will provide our teachers with the data to determine if their English learners need skills practice or language practice. Family guides related to remote assessment will be available in Spanish. We will use Accelerated Reader, myON Reader and

myON News books, articles, and quizzes in Spanish. myON, Accelerated Reader, and Freckle will help overcome vocabulary and background knowledge gaps which may be evident among low income students. myON will offer a variety of scaffolds for students with exceptional needs, including audio recorded by professional actors, word and text highlighting, and an embedded dictionary. Renaissance's instantaneous reports will enable us to facilitate the timely transfer of data for foster youth or homeless students who transfer from school to school or across district lines as their foster placements or living arrangements change.

Counselors and appropriate support staff will be particularly focused on students that are considered high risk of special needs or circumstances. Their job will be to reach out and develop individual learning plans as needed to assist and accommodate for the student in question. These learning plans will be completely individualized to provide any additional support that will help the student transition to a successful distance learning module as well as adjust socially and emotionally. Student services and support staff will then communicate with and share the plan with site admin and the teacher assigned to the student. Teachers will be asked to make reasonable accommodations or work out additional supports as described in the individual learning plans. It is important to note that ILP's will not be necessary for all students in these categories but will be considered and developed if deemed necessary by the team.

To address this needs of students identified as homeless, outreach to families will occur to assess the needs of the family to determine appropriate resources. Families will be referred to resources that have been identified. Student academic needs will be supported by supplemental tutoring by a certificated teacher. To address attendance and engagement, our Tier III Coordinator will reach out to, and support any students who are not attending remote learning sessions, logging into accounts, or submitting assignments regularly.

Foster youth will be identified and targeted for supplemental support, including tutoring and small group instruction. Outreach to foster parents will occur to assess the needs of the foster family to determine appropriate student supports or resources needed. The Tier III Coordinator will reach out and support any students who are not attending remote learning sessions, logging into accounts, or submitting assignments regularly.

Those students that are low-income experiencing learning loss will have access to small group instruction, software which targets specific academic needs, and progress monitoring through weekly PLC meetings.

We will use Schoolzilla to capture a complete picture of performance across all of our metrics and indicators. Schoolzilla will enable us to disaggregate data by subgroups to make better data-informed instructional decisions to address learning loss and accelerate student learning for English learners, students from low income families, students in foster care, students with exceptional needs, and students experiencing homelessness. It will allow us to view data longitudinally to see demographic trends and student performance over time and plan instruction accordingly.

RSUSD will continue to extend learning opportunities for unduplicated students and students who have experience learning loss due to COVID-19 through summer academies. Edgenuity and supplemental instructional materials and programs will be used. The Summer Academies will continue to offer LVN coverage, administrative support, office support, and instructional aides to meet the needs of students.

The district will continue to offer alternative education pathways to successful course completion and certifications for at-risk students. Edgenuity and other core and supplemental materials will be made available to Alternative Education to provide students with opportunities

for initial credit or credit recovery Edgenuity's ELA, math, science, social studies, world languages, Advanced Placement®, CTE, and elective courses which are designed to help students in grades 9–12 meet the rigor of Common Core and state standards, as well as our state's graduation requirements. Edgenuity courses will be used for initial credit or credit recovery as well as content or concept recovery in order to ensure subject-area mastery. Certificated staff and classified instructional aides will provide support for at-risk students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of our services or supports provided to address learning loss will be measured by ongoing academic and behavioral assessments of student progress. This will include Star's benchmarking and progress-monitoring data to show growth between assessments. Student growth will be compared from the first Star assessment of the new school year to each subsequent assessment, yielding a Student Growth Percentile for individual students, an entire class, or the whole grade. Additionally, iReady progress reports, teacher anecdotal records, standards mastery reports, and student work samples will be used to progress monitor student achievement. Teachers will use common formative assessments to monitor essential standards. Weekly PLC meetings will be used to review, analyze, and plan for instruction based on student data.

The District Progress Monitoring Schedule will be implemented to include:

- Standardized assessment windows during which time students are administered assigned assessments by grade level and content area
- Increased teacher and administrator accessibility to student results using iReady and Star reporting systems
- Designated PLC time to use a data protocol to review, assess, and plan, using student assessment data

Star reading, math, early literacy and iReady assessments are included on our District Progress Monitoring calendar and include administration at least three times a year during a district predetermined window. Teachers will use the results from these assessment to determine if learning loss strategies are effective and make adjustments to instruction and interventions if needed. Our Wednesday PLC time will be used to work collaboratively within grade levels to review data, discuss best instructional practices, and plan for intervention for students who need additional support. The instructional aides will be used to help support small group instruction and focus on targeted skills.

Stakeholder surveys will be used in the spring to obtain feedback from students, staff, and parents to determine the effectiveness of strategies and programs.

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

Description	Total Funds	Contributing
Provide STAR reading, math, early literacy assessment programs to identify under-performing students, McKinney Vento Students, low income, foster youth, and English learners to target gaps in skills	\$442,132	No

Description	Total Funds	Contributing
Supplemental support for newcomers using Rosetta Stone to enhance language development skills.	\$16,729	No
Maintain Summer Academies to support unduplicated students and address learning loss due to COVID-19	\$250,755.69	Yes
Alternative Education programs and staff will be maintained to provide alternative educational pathways for at-risk, low income students.	\$978,801.27	Yes
Instructional supplies and materials to support weekly PLC collaboration.	\$131,652	Yes

Mental Health and Social and Emotional Well-Being

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

RSUSD will monitor and support mental health and social emotional well being of pupils and staff by providing resources throughout the school year to address trauma and other impacts of COVID-19. Since the closures in March, the Student Services Team has collaborated with school sites and parents to provide outreach and support.

The social and emotional well-being of students will be supported by social and emotional learning (SEL) lessons and or resources provided by Student Services for teachers to use in their distance learning plan. The team consists of the Director of Student Services, one Marriage and Family Therapist (MFT), one Intervention Prevention Specialist, one District Nurse, and three School Counselors. The student services team will develop SEL lessons based off of the CASEL framework which promotes intrapersonal, interpersonal, and cognitive competence. <https://casel.org/core-competencies/> RSUSD will provide SEL training during the scheduled professional learning days offered twice a year in

October 2020 and March 2021. The focus will be trauma informed SEL to address trauma and the impacts of COVID-19. Additional professional learning will be provided by the student services team at the site level, as scheduled by the site administrator, and offered during staff meeting time. SEL lessons are also available through Edgenuity, Second Step, Ripple Effects and PS Arts program includes an SEL focus.

RSUSD will foster and promote the wellness of the whole child by addressing the social and emotional learning needs of our students. Students will have the opportunity to learn about a wide range of skills that are inclusive of the following:

- set and achieve positive goals
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions
- mindfulness

Office hours will be made available to meet virtually with a school counselor and/or district mental health personnel, as needed. Staff is also creating a virtual office full of resources for students and families. The lessons provided have been adjusted for the different age ranges within our district so that lessons are age/grade level appropriate. The Intervention Prevention Specialist has also created a virtual "Calming Corner" that can be accessed by teachers, students, and parents. The calming corner has contact information, opportunities for self referral, resources, and mental health information that promotes self care and ways to ask for help.

A Student Services newsletter was created and is shared on the district website, social media, and emailed to staff and forwarded to families. The newsletter is in English and Spanish and includes, videos, articles, tips, and resources. Some of the topics addressed include stress, trauma, dealing with quarantine, grief, dealing with ill family members, mindfulness, and suicide prevention. RSUSD families have been provided internet access for years by the school district free of charge, so we have established that online methods of communication have been the most effective, as well as the preferred method of communication. The newsletter will continue to go out monthly.

The District will also continue to use the following programs Districtwide to increase a positive learning climate and help students feel safe: Ripple Effects; Sprigio; Cool School; Online 504-SST; and Goal Book. These programs will also be used to address the effects of COVID-19 and school closures. Attention to Attendance will be used to document attendance and intervene when a student is having truancy issues. The letters from A2A will trigger the Pupil Engagement Plan (PEP) process. District staff will put together a plan to address any issues, concerns, or barriers preventing a student from being successful during distance learning. Once a root cause has been determined via the Pupil Engagement Plan; reasonable accommodations, resources, and interventions, will be put in place to ensure student success. The plan will then be monitored and the team will reconvene to determine if there was any progress.

Students with additional need for support will be identified through the use of a screener/referral process. The MFT uses a screener questionnaire available for teachers and other staff to use when making a referral. Information from the screener is used to assist with the intake process when a referral is made. The MFT is responsible for ensuring that appropriate services are in place, whether internally or through an outside agency. All stakeholders (parents, students, teachers, support staff) will have access to resources and the ability to make referrals, as well as student self-referrals. Student Services will continue to provide assistance and support throughout the distance learning

phase and beyond.

RSUSD student services team include parent resources, information, and mental health support services via the newsletter, virtual offices, the RSUSD website, and direct contact with families in their home language. Teachers and staff have also been provided self care tips and resources, material on mindfulness, and trauma informed strategies to support their mental health. Counselors and their team provide support for crisis situations and other impacts of COVID-19.

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.]

RSUSD recognizes that pupil engagement and outreach is the shared responsibility of district teachers, administration, and support staff. The district is dedicated to connecting families and students to resources to serve the needs of students. Translation is provided for all written documents and bilingual personnel is available to translate verbal communication.

A Tiered Re Engagement Plan has been designed to address pupils who are absent from distance learning. The school site will provide outreach to pupils and their parents or guardians when students are not meeting attendance requirements or are not engaging in instruction and are at-risk of learning loss.

Tier I: Universal strategies to encourage academic engagement.

Tier II: Early intervention for students who need more support to avoid academic disengagement and chronic absences.

Tier III: Intensive support for students facing the greatest challenges getting to school and engaging academically.

Tier I strategies will serve all students and include daily live interaction, daily contact - email, phone, zoom, google meets, etc., daily attendance monitoring, and communication by newsletter, social media, phone, or mail.

Tier II strategies will begin after 3 absences and include tracking intervention data, parent contact, student-teacher personal contact, and outreach by school site support staff.

Tier III strategies will begin at 6 absences and include intensive intervention, continued tracking of intervention data, the creation of a Pupil Engagement Plan (PEP), and counseling services.

Teachers will have daily contact with all students on their roster. Student incentives will be made available to encourage student engagement and attendance. Attention to Attendance, an early warning and attendance intervention system designed to increase learning time for all students, will be used to monitor students and identify those that reach Tier II and Tier III. When students are not meeting the educational

requirements or engaging in instruction, teachers and support staff will reach out to students and families. If there are circumstances that are preventing students from becoming successful within the distance learning model or the student is struggling and at risk of learning loss, students will be referred by the classroom teacher to the site Tier III Intervention Coordinator. Attention to Attendance is linked to AERIES and automatically sends out letters to the family in their home language to give them notice of concern. After the second letter, administration will request a meeting with the parent. Administration will then determine if a Pupil Engagement Plan (PEP) is necessary. This process will also be used for the Phase 2, blended learning model.

Each school site has designated a Tier III Intervention Coordinator. The Tier III intervention coordinator's responsibility is to serve to provide outreach, in the parents home language, to reengage students in the school learning environment. Flexible meeting times will be provided for families. The Tier III Intervention Coordinator will work with the teacher, student, and parent to develop a Pupil Engagement Plan (PEP) for students in Tier 3. This plan will detail specific goals and timelines that are individualized to meet the students specific needs. Reasonable accommodation and resources will be noted and recommended to ensure student success. The PEP will outline the additional supports needed to make the student successful. This is not to be confused with or meant to replace an IEP. IEP's will continue to remain in place and honored for qualifying students.

PEPs will be reviewed weekly to monitor progress and adjust plan as needed. All documentation of Tier II and Tier III actions will be entered into the Intervention screen in AERIES by designated staff on each campus. Students that are referred to SART/SARB will work with a Juvenile Support Officer to develop a plan to improve student attendance and participation.

Valor Communications will develop a team within RSUSD, to train on uniform procedures and protocols for communication on a district wide level. This will allow for effective and timely communications pathways between District and stakeholders. RSUSD has partnered with Apptegy to develop an app for Apple and Android users. Families will be able to download the app free of cost, personalize their newsfeed, access in their home language, and set notifications for any or all school site that they select. Apptegy will have a Spanish translation option available. This will help with two-way communication between families and staff.

Education programs for parents to better assist and support their child/children throughout their education and post secondary will be offered through Parent Empowerment classes. Extracurricular activities and sports programs will continue to be maintained to engage students in positive extended school day activities for un-duplicated students. The district will also continue to maintain the existing track and field venues to ensure students and parents safe access both during the school day and after hours.

Music teachers will continue music instruction. implementation of fine arts integration in the classroom, enrichment of content in the classroom, and extra-curricular student learning opportunities. Online curriculum will be purchased to help support the continuation of music instruction through distance learning. The music teachers will follow CDC and California School Nurse Organization guidelines for collecting and disinfecting instruments. Additionally, curriculum and instructional support to school site staffs through training, classroom materials, supplies and learning tools.

Other programs to promote engagement include support the dual enrollment programs led by an assistant principal to coordinate activities between community colleges and Avenal High School. The administrator provides support and assistance in Career Technical Education programs and courses. Materials and Supplies to expand college and career education programs include study guides for AP, PSAT and

SAT preparation. English learner students will be encouraged to engage through the AVID program. The program coordinator and tutors will provide support to ensure student success.

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.]

RSUSD food services will continue to provide meals to eligible students as was done during the initial closure in March. Meals will be pre packaged distributed at designated pick up areas. Meals will be available at sites throughout the district at a uniform distribution time. Meals will also be made available for students that live in the outlying areas of town. The district is classified as a "Provision Two" district under Federal Guidelines, therefore student meals are provided to all students at no cost.

Food Service for Distant Learning:

Pre-packaged Breakfast & Lunch for 5 days will be packed and ready for pick up by students weekly.

Student(s) must be present. If the student(s) cannot be present a parent/guardian will be allowed to pick up meals using the student's ID card. Meal distribution will be available at all sites every Wednesday from 12:30pm to 2:00pm

Students that rely on transportation will have their meals delivered weekly via the Food Service Van and/or Transportation Department.

(Food Service will provide a cafeteria assistant to help transportation deliver these meals. Bus route time will be determined and communicated by transportation department)

Food Service for Pandemic/Emergency Shut down:

Pre-packaged meals will be ready for distribution in accordance with CDE and CDC guidelines for safe distribution.

Food Service for Hybrid Learning:

Breakfast & Lunch will be served in the classrooms. A combination of scratch and pre-packaged meals will be offered to students.

3 days of pre-packaged Breakfast & Lunch will be packed for departure for students on their second day of on-site learning.

Health and Hygiene Promotion

Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.

Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.

Post signs on how to stop the spread of COVID-19.

Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders.

Meal Preparation

Ensure gloves, masks, disposable aprons, and other supplies are readily available.
Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
Use disposable trays and wrap cold items in plastic and hot food with foil.
Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
Adjust employee shifts to minimize number of staff in the kitchen.

Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
Remove or suspend use of share tables and self-service buffets for food and condiments.
Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.
Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
Consider increasing access points for providing meal service.
Ensure cleaning of every table between groups of students or meal service times.

Communication with Students and Families

RSUSD will notify parents and the school community about school meal service delivery schedules.
We will use a variety of communication methods such as social media, newsletters, automated phone calls, the district website, and letters home to parents.

Each cafeteria kitchen coordinator will be trained to be the COVID-19 coordinator for their school site's kitchen. This will include learning to health screen employees before entering/leaving their facility. All employees report to their kitchen coordinator for health screening outside their facility before and after each work shift. If an employee reports or shows any symptoms during the health screening, they will be sent home immediately and contact Human Resources for further instruction on when and how to return to work. A substitute will be contacted to cover their shift. The kitchen coordinator will conduct a health screening before allowing substitutes to enter. Training of updated standard operating procedures for health and safety, food preparation, and meal service record keeping will be provided to all Food Services staff and any staff that helps with Food Service.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Certificated Program Counselor will support unduplicated students. Continue implementation of online student climate and safety programs.	\$893,587.23	Yes
Pupil Engagement and Outreach	Maintain extracurricular activities and sports programs to engage students in positive extended school day activities for un-duplicated students. Provide coaching and supervision for activities, supplies, materials, rentals, repair to support programs, travel and communication costs to support activities. Continue to maintain the existing track and field venues to ensure students and parents safe access both during the school day, but also after hours.	\$192,278.60	Yes
Pupil Engagement and Outreach	Attention 2 Attendance will continue to be provided to monitor student attendance and provide support regarding chronic absenteeism and track English learners, foster youth, and low income students. To support intensive attendance intervention the Juvenile Support Officer will be maintained.	\$102,400	Yes
Pupil Engagement and Outreach	Music teachers will be maintained to continue music instruction. Online curriculum will be purchased to help support the continuation of music instruction through distance learning. Implementation of fine arts integration in the classroom, enrichment of content in the classroom, and extra-curricular student learning opportunities will be provided in	\$234,867.57	Yes

Section	Description	Total Funds	Contributing
	partnership with PS Arts, through a district contribution for services.		
Pupil Engagement and Outreach	Valor Communications will develop a team within RSUSD, to train on uniform procedures and protocols for communication on a district wide level. This will allow for effective and timely communications pathways between District and stakeholders. RSUSD has partnered with Apptegy to develop an app for Apple and Android users. Families will be able to download the app free of cost, personalize their newsfeed, access in their home language, and set notifications for any or all school site that they select. This will help with two-way communication between families and staff.	\$260,330	No
Pupil Engagement and Outreach	Continue dual enrollment programs led by an assistant principal to coordinate activities between community colleges and Avenal High School. The administrator provides support and assistance in Career Technical Education programs and courses. Materials and Supplies to support college and career education programs include study guides for AP, PSAT and SAT preparation. Additionally, English learner students will be encouraged to engage through the AVID program contract. The AVID program coordinator and tutors will provide support to ensure student success.	\$547,024.19	Yes
Pupil Engagement and Outreach	Continue parent education programs to better assist and support through TK-12 education and post secondary by offering Parent Empowerment classes. A classified Digital Literacy Technician will support education programs.	\$16,298	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
38.85%	\$7,969,238

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.]

Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

In-Person Learning

- The maintenance of a Student Services Director, nurse, LVNs and supplies, materials, and professional learning to support health and safety is necessary to improve services to students. This action will be principally directed to foster youth, English learners, and low-income students to prioritize services to provide coordination of services. Coordination of services are important to overall student well-being. We will be able to evaluate the effectiveness of this action by using Parent, Teacher, and Student surveys.

Distance Learning Program

- COVID-19 has led to an increase in assistance needed to insure continuity of instruction takes place. Therefore the district will add additional support to Human Resources to help reduce absenteeism to ensure continuity of instruction. Teacher attendance is important to deliver and maintain a consistent educational program for students. Additionally, certificated lead technology teachers will be added to support technology instruction for distance learning. RSUSD will also maintain instructional aides, a district librarian, grade level department leads/chairs, media clerks, Director of Curriculum and Instruction, KCOE and FCSS contracts, and instructional coaches to support distance learning. Class size reduction in grades TK-3 will be maintained to provide staff with a better opportunity to meet students needs. These actions will be principally directed at foster youth, English learners, and low-

income students. It is important for students and staff to have consistent supports in place. We will be able to evaluate the effectiveness of this action by Parent, Staff, and Student surveys.

- Supplemental instructional technology and materials have been added including Screencastify, district zoom license, Brainpop, Discovery Education, Learning A to Z, and GoGuardian to support learning and student engagement. Adding additional devices and improved connectivity access has been provided across the entire district, however, this action serves to meet the needs of at-risk low-income students who may not have full access at home. Technology support including a Technician Specialist, System Information Support Technician to support instructional technology, and upgrade one-to-one technology devices will help to establish a strong infrastructure to handle technology needs. This action will be principally directed towards low-income students because not only is technology essential for distance learning, but it enhances connections between teachers and students. When teachers effectively integrate technology into subject areas, they are able to grow into roles of advisor, content expert, and coach. We will be able to evaluate the effectiveness of this action by analyzing performance gaps and improving district STAR assessment and CAASPP scores for low income students.
- English learner supports including EL Reading level and comprehension curriculum, an English Language Development Strategy Coach, and microphone and speaker systems will help to provide improved services to meet the language needs of English language learners. School closures increase the chances that students, particularly English learners, experience learning loss. This action is important because English learners need more support in a distance learning or blended learning model. The academic progress of English learners is dependent upon targeted actions. This action will be principally directed at English learners. We will evaluate this action by progress monitoring the growth of EL students and the number of EL students that gain English language proficiency.
- RSUSD will maintain the New Teacher Support contract partnership with KCOE to provide support for beginning teachers to implement effective instructional practices, use of assessments, and distance learning practices. This action is important to the development of new teachers and their ability to work with students at-risk. Providing support to new teachers the first few years is critical to their development and retention. COVID-19 has created additional challenges for new teachers. Additionally, RSUSD has a fairly large number of new teachers each year. Providing supports and structures to assist beginning teachers will help improve our retention rate. This action will be principally directed at foster youth, English learners, and low-income students. We will be able to evaluate the effectiveness of this action by using Teacher surveys and reviewing retention rates.
- Distance learning has increased the need for professional learning that addresses the needs of foster youth, English learners, homeless, and low-income students in a distance learning environment. Professional learning will include, but not be limited to Google classroom, Zoom, Screencastify, Edpuzzle, Student Engagement, Seesaw and distance learning with Dr. Catlin Tucker for all teachers TK-12. This action is principally directed at foster youth, English learners, and low-income students. We will be able to evaluate the effectiveness of this action by using Teacher and Student surveys.
- The alignment of supplemental instructional materials to support the state adopted materials is important to maintain rigor and relevance in core instruction. RSUSD will maintain the adoption of supplemental state approved standards aligned supplemental instructional materials for Science. Supplemental instructional materials are important because they help to influence learning

directly as well as influencing teachers' instructional choices. This action will be principally directed at low-income students because they tend to have access to fewer resources at home and need to have access to current material and content that is at the current grade level rigor. We will be able to evaluate the effectiveness of this action through decreasing performance gaps and improved CAST scores for low-income students.

Pupil Learning Loss

- The opportunity to attend Summer Academies will be principally directed towards foster youth, English learners, and low-income students. Summer Academies provide students with the needed instructional support to go beyond the regular school year. Summer Academies provide a structured learning environment for students to practice skills, continue with learning, and good study habits. This is important for students to address learning loss due to COVID-19. We will be able to evaluate the effectiveness of this action by using Parent, Teacher, and Student surveys and measuring student attendance and Star reading and math assessments.
- Alternative Education programs and staff will be maintained to provide alternative educational pathways for students. This action is principally directed at at-risk students who are low-income. It is important to provide at-risk students with an alternative educational pathway in which they can achieve educational success. The Alternative Education program provides a smaller and more personalized environment for students to learn and form stronger connections with staff. We will be able to evaluate the effectiveness of this action by decreasing performance gaps and improving district assessment and

CAASPP scores for at-risk, low-income students.

- Instructional supplies and materials to support weekly PLC collaboration. This action is important to support weekly collaboration which is aimed at targeting instructional strategies for students, monitoring student progress, and building relationships with team members. This action is principally targeted at foster youth, English learners, and low-income students. We will be able to evaluate the effectiveness of this action by reviewing weekly lesson plans and using Teacher surveys.

Pupil Engagement and Outreach

- Attention 2 Attendance (A2A) will provide monitoring data on attendance and chronic absenteeism principally directed at foster youth, English learners, and low-income students. The designated contact person at each site will track students to monitor students and identify those that reach Tier II and Tier III. A2A will assist in tracking students that are not meeting the educational requirements or engaging in instruction. Attention to Attendance is linked to AERIES and automatically sends out letters to the family in their home language to give them notice of concern. This is important to allow us to address attendance and engagement concerns of foster youth, English learners, homeless, and low-income students to develop a Pupil Engagement Plan (PEP), if necessary. To support intensive attendance intervention the Juvenile Support Officer will collaborate with schools. Positive student attendance is important to student academic success in school. We will evaluate the effectiveness of this action through ongoing monitoring of attendance and the decrease of chronic absenteeism through the A2A system.

- Maintain extracurricular activities and sports programs to engage students in positive extended school day activities principally directed at foster youth, English learners, and low-income students. This will include maintaining coaches and supervision for activities, supplies, materials, rentals, repair to support programs, travel and communication costs to support activities. To support these activities the existing track and field venues will be maintained to ensure students and parents safe access during the school day and after hours. This is important to offer opportunities to students outside of the academic setting. Students can learn new skills, find new hobbies, interact socially with their peers, and provide them with a productive way to use their time. We will be able to evaluate the effectiveness of this action by using Parent, Teacher, and Student survey data.
- Music teachers will be maintained to continue music instruction. Online curriculum will be purchased to help support the continuation of music instruction through distance learning. Implementation of fine arts integration in the classroom, enrichment of content in the classroom, and extra-curricular student learning opportunities will be provided in collaboration with PS Arts, through a district contribution. The action will be principally directed towards foster youth and homeless students because music and art helps to relieve stress, improve language skills, self-esteem, and academic achievement. We will be able to evaluate the effectiveness of this action by using Teacher and Student surveys.
- Continue dual enrollment programs led by an assistant principal to coordinate activities between community colleges and Avenal High School. An administrator will provide support and assistance in Career Technical Education programs and courses. Materials and supplies to support college and career education programs include study guides for AP, PSAT and SAT preparation. Additionally, English learner students will be encouraged to engage through the AVID program contract. The AVID program coordinator and tutors will provide support to ensure student success. This is principally directed at foster youth, English learners, and low-income students. This is important because these student populations tend to be underrepresented in the college environment. Providing students with the skills and knowledge they need to be successful in college is necessary. Students need critical thinking, writing, organizational, and reading skills supported through these programs. We will be able to evaluate the effectiveness of this action by program enrollment, attendance, and academic data.
- Parent education programs to better assist and support students through TK-12 education and post secondary will be offered through Parent Empowerment classes. This is principally directed at foster youth, English learners, and low-income students. A classified Digital Literacy Technician will support our parent education programs. This is important because parent engagement, training, and support helps to hold students accountable. As parents learn to support and assist their children, we will evaluate the impact on student behaviors including attendance, grades, and academic performance. We will be able to evaluate the effectiveness of this action by using Parent, Teacher, and Student survey data.

Mental Health and Social Emotional Well-Being

- To reinforce the mental health and social emotional well-being of students, Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) will serve as district programs available to support school initiatives. Social Emotional learning lessons and resources will be provided. This is important because professional learning will be expanded to address the distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. A Program Counselor will support foster youth, English learners, and low-income students. The implementation of

the online student climate and safety programs will provide valuable data on how we can continue to improve and support students. This action will be principally directed to foster youth, English learners, and low-income students to prioritize coordination of services. We will be able to evaluate the effectiveness of this action by using Parent, Teacher, and Student survey data.

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

Reef-Sunset Unified School District has calculated supplemental and concentration funds to be \$7,969,238, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a)(5). Transitioning to distance learning has provided an opportunity for RSUSD to evaluate current services, resources, and instructional practices. Our plan addresses increased and improved services to our highest need students to address learning loss and have a positive impact on language acquisition and student achievement. Specific attention has been aimed to address the needs and improve services for foster youth, English learners, low-income students. Internet connectivity, WiFi, and access to computers has become a priority for students and we have had the opportunity to improve services for foster youth, English learners, and low-income students by immediately addressing connectivity issues and making equipment available to students.

Most actions included in our plan will be used to serve all students, based on student need, and stakeholder input. The use of virtual platforms, such as zoom, for school site and district meetings offers families of foster youth, low-income, and English learners improved access to information and participation in district events. Parents are able to attend meetings remotely to provide feedback and learn about how to help their student. The virtual format has improved opportunities for foster youth, low-income, and English learners to access supplemental resources such as tutoring, after school program, and migrant services because they are able to log on to connect with services rather than needing transportation to a specific location.

Addressing the social-emotional needs of foster youth, low-income, and English learners will improve through the development of resources available to all teachers for use with students. Additionally, our focus on data, assessments, and targeted standards and skills will provide us with the opportunity to address learning gaps with our high risk student population and serve to increase student achievement. We have considered the needs, conditions and circumstances of our unduplicated pupils in the development of this plan with the additional need to respond to the COVID-19 pandemic. We have included all actions that are used to contribute to the meeting the minimum proportionality, or increased improved services provision, within our Learning Continuity Plan. All actions were aligned to the areas within the plan, support the contextual need of our students, set foundations for the acceleration of learning, and include social emotional approaches that are evidence based.