

Learning Continuity and Attendance Plan (2020–21)

Rialto Unified School District
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General Information

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

The Rialto Unified School District is located in the San Bernardino Valley and includes the City of Rialto and portions of the cities of San Bernardino, Colton and Fontana. Rialto has an ethnically rich and diverse community. The student population is approximately 85% Latino, 9% African-American, 3% Caucasian and 3% other groups. In addition, the Rialto Unified community reflects a population of 89% who qualify for free or reduced meals. The District's leadership is committed to promoting continued increased student achievement, fiscal responsibility and solvency, and a safe learning and working environment for enrichment and support of our students, staff and communities. The 25,000 students are served through 19 elementary schools, 5 middle schools, 3 comprehensive high schools, 1 continuation high school and 1 independent study program as well as both state and district preschool programs and adult education.

The COVID-19 pandemic affected the operations of Rialto Unified School District. The District offered traditional, in-person instruction to students and related in-person operational services to employees and stakeholders through March 11, 2020. (The District was on Spring Break from March 12 through March 20, 2020.) The Superintendent informed staff members and families about the closure of schools via social media, email, and the District web page. The first official letter of communication from the Superintendent was on March 9, 2020, stating that there were no confirmed cases of COVID-19 in San Bernardino. On April 1, 2020, communication via phone, website, social media, and email were sent out about the closure of schools for the remainder of the 2019-20 school year. Regular updates and information were communicated to all staff and the community over the following months.

Instruction was continued through grade level/subject level learning packets for two weeks after Spring Break. Instruction has been provided to students virtually (distance learning) since April 13, 2020. During the closure of schools, staff work schedules have been modified to reflect only essential workers reporting to work. Summer school support was offered to all students in grades 2nd to 12th, based on need. Summer school enrichment was offered to all preschool students. The use of a distance learning program and model was used to support these students through the months of June and July of 2020.

The District has invested millions of dollars in technology to ensure students and staff have the needed resources (e.g., devices and Wi-Fi connectivity) to maintain the integrity of teaching and learning. Staff has created videos and provided training to families related to the use of technology and the logistics of online instruction.

Families have been greatly affected by the pandemic. At a peak, Rialto reported 11,811 new cases on August 11, 2020. According to a report, "Employment Impact of COVID-19: Southern California", Riverside, San Bernardino, and Ontario had an initial projection of job loss at 28% in employment decline. This data point represents the second largest decline in employment for Southern California. As a result, many have experienced loss of employment, infection of the virus, death in the family, and the distress associated with taking on a more direct role in the education of their children. This has resulted in the District adjusting standard operations to provide additional support to students and their families. For example, the District has organized regional distribution of grab-and-go meals to ensure a daily breakfast and lunch for every student while accommodating parent work schedules.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

A variety of methods were used to elicit ongoing feedback from all stakeholders - including administrators, members of bargaining units, families, and students.

BARGAINING UNITS

District teams have worked closely with both local bargaining units (Rialto Education Association and California School Employees Association) to create Memorandums of Understanding as a means to address changes in working environments occasioned by COVID 19. Additionally, both bargaining units are part of the District's Support Team, made up of district level administrators, and part of the Crisis Transition Team, which is composed of certificated, classified, and management staff and is in place to guide the reopening of schools.

FAMILIES

Communication with families has increased since the closure of schools. Families feedback on the closure of schools and its impact on curriculum, distance learning, technology, and the Learning Continuity and Attendance Plan has been considered throughout the development of the LCP and during this pandemic.

- Surveys:
 - Parents were surveyed via an online survey that was sent out via individual school sites or as a feedback link after a Town Hall (community) Meeting.
 - As of the closing day of the survey, approximately 1800 parents had responded in regards to the Learning Continuity and Attendance Plan
 - This survey included specific questions that addressed Distance Learning and the Hybrid Model
- Parent Groups/Committees:
 - Initially, 4 Town Hall meetings (August 11, 13, 18, and 27, 2020) through GoogleMeet were available to the community, offered during various times of the day to meet the needs of parents and their various schedules.
 - Parents without an Internet connection were able to phone in and participate in these sessions.
 - For English Learner PAC (Parent Advisory Committee)
 - English Learner Services, promoted a survey for parents of EL's and approximately 1300 parents responded.
 - The Agent for English Learner Services facilitated a virtual meeting with DELAC (District English Learner Advisory Committee) members on August 17th (EL PAC) to elicit feedback.
 - Other PAC (Parent Advisory Committee Members)
 - DAC (District Advisory Committee) Members were invited to all Town Hall meetings to contribute feedback based on their Title I perspective.
 - DAAPAC (District African American Parent Advisory Council) Members
 - A meeting on September 8, 2020, was held to elicit feedback on the plan in regards to African American students
 - Members also attended other Town Hall meetings

- Additional Parent/Community Meetings after a public hearing and before Board approval. In order to provide a greater explanation as well as allow for additional input, virtual Town Hall meetings were held on September 3rd, September 16th, and September 22nd.
- Direct Communication with Stakeholders:
 - Ongoing communication and feedback from site administrators, support staff - both classified and certificated - was sought through the use of Google Meet focus groups and email surveys.
 - For key components of SB 98, such as the weekly engagement, small groups of district administration, site administration, classified management, staff, and teachers worked together to review requirements and create a tool that met the needs for documentation and was readily available for teachers to implement.

STUDENTS

An electronic survey was created and a link shared via Google Classroom. While a slight problem happened the third week of school with an introduction of malware to district servers, over 4500 students had responded.

Once the draft of the plan was placed online on September 2, 2020, a Google Form link was placed below, where parents and other stakeholders could comment on a given section or overall plan. This web page and related Google Form were shown during various community and parent meetings. In addition, during each Google Meet, "chat" comments and questions were recorded to review. With various district leads in attendance, most of the questions that were asked were answered online during the live presentation. In the case that questions were not answered, those responses will be posted on the Rialto LCP webpage.

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

Due to San Bernardino's current standing on the state watch list for COVID-19, several alternative plans were created. Stakeholder engagement was promoted and advertised through various means, including phone and text messages using Blackboard, phone, email and, text messages using the Remind application, Peachjar (virtual hosting for flyers), and individual reach out via phone and email.

For "Town Hall Meetings" - used specifically to share information about the Learning Continuity and Attendance Plan (LCP) - Google Meet was used as community members

and parents could connect via the Internet or through an application on their phone. For those who did not have connectivity through those routes, participants also had the opportunity to phone in as well. For district board meetings, the WebEx application was used to hold the meetings telephonically. Community members and listening audiences are able to follow along via a YouTube stream that is similar to how meetings are broadcast to the larger public under normal, non-COVID circumstances. For both Google Meets and WebEx meetings, an interpretation/translation team is reserved for each virtual meeting and notices are sent out according Ed Code 48985 which requires notices to be sent out in all languages that represent 15% of the population.

A public hearing was held on September 9, 2020 during a regularly scheduled Board Meeting. Per posting of this agenda item, the draft of the plan was available online for review beginning on September 2, 2020. In addition, on the evening of September 9th, Carol Mehochko, Academic Agent for Special Programs, provided a presentation and brief overview of the plan to Board Members and the community.

The plan was reviewed and approved, locally, by Board Members on September 23, 2020.

A summary of the feedback provided by specific stakeholder groups.

Before finalizing the LCP, the stakeholders, listed above, were given the opportunity to provide feedback through surveys, attendance during live Google Meets, PAC (Parent Advisory Committee) meetings, EL PAC, and phone calls. Meeting dates included August 11, 13, 17, 18, and 27 in addition to September 3, 8, 16, and 22, 2020.

Translation and interpretation was available through all modes of communication. The Superintendent and/or designee were able to respond in writing or through further explanation during live meetings to comments received.

A summary of feedback includes -

SAFETY

- Stakeholders expressed safety concerns for themselves and/or their children; those concerns were all addressed by the District through negotiations with both bargaining units as well as plans for students when we return to a face to face model.
- Feedback received in regards to returning to school is being reviewed, ongoing, to ensure all potential safety precautions are in place.

PUPIL LEARNING LOSS

- Many parents as well as staff had concerns about learning loss and gaps in students' progress due to a transition to Distance Learning.
- This specific feedback led to ideas that were included in the Pupil Learning Loss section. For example, individual or small group tutoring has been requested and is included in the District's plan to address these needs.
- This parent input will be used to plan for a differentiated approach to meet the needs of the students and address possible learning gaps.

COMMUNICATION

Parents also addressed the need for improved communication in light of Distance Learning.

For English Learner PAC (Parent Advisory Committee)

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Other PAC (Parent Advisory Committee Members)

- DAC (District Advisory Committee) Members were invited to all Town Hall meetings to contribute feedback based on their Title I perspective.
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A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

Stakeholder insight was important for several areas of the LCP. Surveys were sent and meetings were held to gather valuable input. The survey results were desegregated and used to guide the development of the plan.

EDUCATOR INPUT

Principal and teacher input was crucial for the development of the student engagement log and for setting in place attendance policies and procedures. This was necessary due to the increased accountability for student tracking and engagement in SB 98. Feedback specifically from teacher voices was incorporated in the creation of a District Engagement Template.

In addition, principals, academic coaches and support staff input was valuable to create a District plan to address learning losses of our students. This ongoing communication was exemplified by regular Google Meet conversations to address ideas and concerns. This process has continued to assist in the creation of a plan addressing students' needs that is realistic.

Based on various surveys sent to certificated staff after March 2020, the need for increased professional development in the areas of Google Classroom and Google tools. This training has been available to teachers and support staff on an ongoing basis with each training archived for review.

PARENT INPUT

Parent input was invaluable to increase communication as many highlighted challenges that existed during Spring 2020 during the first response in Distance Learning. In the survey we gave online to parents, only 45% responded favorably in regards to communication. Therefore, this feedback led to the District purchase of the Remind app to assist with communication between parents and school site and teachers to parents; in addition, efforts have been made to increase and clarify communication between sites, District, staff, and community. In regards to returning to school, only 21% of parents reported a high level of comfort in having their child(ren) returning to a face to face model. Therefore, numerous actions include consideration of PPE (masks, etc.), airborne conditions, and sanitizing procedures in the in-person section.

In addition, during several community meetings, specific actions for African American students were found to be lacking and were added during various revisions. Parent questions and concerns were clarified by Special Education Services and English Learner Services in various sections of the document.

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.

Rialto Unified is dedicated to offering in person instruction in the classroom to all students as soon as it is safe to do so. An emphasis on students identified to be below grade level or in need of special services or support (English learners, pupils with exceptional needs, foster youth, and socioeconomically disadvantaged students) take priority in returning to face to face instruction.

CONTINUITY OF LEARNING

We will ensure learning and competency development through the connection of the following three elements: 1) Congruence in instruction and its relationship to emphasized standards and district pacing guides, 2) Formative data-driven instruction guided by data derived from iReady, ALEKS and district benchmarks and 3) Student engagement.

CONGRUENCE IN INSTRUCTION AND ITS RELATIONSHIP TO EMPHASIZED STANDARDS AND DISTRICT PACING GUIDES

To ensure that learning will remain consistent throughout the 2020-21 school year, PreK-12th grade teachers have been given a "Pacing Guide/Tool Kit" which paces core adopted program instruction by trimester (elementary) or quarter (middle and high school) in the areas of ELA and Mathematics. Designated ELD pacing follows core program pacing for ELA. Integrated ELD is interwoven within each content area through a focus on the development of academic language and integration of ELD and content standards.

All teachers will be provided with a resource guide developed by Student Achievement Partners, called Priority Instructional Content in ELA/ Literacy and Mathematics. This document names the instructional content priorities and will be utilized during teacher collaboration and planning time thus allowing for additional focus around best practices and emphasized standards.

DATA DRIVEN INSTRUCTION

Principals will work collaboratively with teacher leaders to ensure that instruction is driven by student competency. Student competency and learning is continuously being assessed, at each school site, through formative assessments. The data extracted is then utilized as the basis for instruction. Based on student competency and learning, teachers will develop and deliver lessons that are scaffolded and meet the needs of their diverse learners.

This school year, our staff trained and is utilizing iReady Tools for Scaffolding Comprehension in ELA and a Prerequisite Report for math. These tools provide support for up-coming grade level instruction by strategically preparing students for essential prerequisite learning. These reports group students by need based on an upcoming instructional standard to be taught. This allows teachers to differentiate instruction by scaffolding instructional priorities which allows students success during the up-coming lesson.

The following assessments will be administered and monitored to inform instruction:

- Elementary ELA: iReady Diagnostic scores and ELA Performance Tasks
- Middle School ELA: iReady Diagnostic scores and ELA Performance Tasks
- High School ELA : ELA Performance Tasks, IABs and Grades
- Elementary Math: iReady Diagnostic scores and Chapter Tests
- Middle School Math: iReady Diagnostic scores and Unit Tests
- High School Math: Unit tests for High School Math Courses and IABs

iReady Diagnostics are administered by each classroom teacher, three times during the school year: Fall, Winter, Spring.

A cycle of assessments for English Language Development will take place at trimester and quarter intervals. Formative assessments from the core program at each grade span will be used to measure progress on the target growth set by the learning loss measure.

STUDENT ENGAGEMENT

Social Emotional Learning (SEL) and student well being will remain an integral part of instruction. This will include daily SEL “check-ins” during lessons, as well as weekly lessons on concepts related to self-care and remaining emotionally healthy, given the impact of living during a pandemic and social unrest. Each school’s PBIS Leadership Team will identify a SEL curriculum to use and continue to train staff on how to provide explicit SEL instruction daily/weekly.

Additionally to ensure engagement of students in a virtual environment, tools and resources like the iReady Teacher Toolbox will provide students the opportunity to use the following tools to improve access and understanding in the areas of ELA & Math:

- Interactive Tutorials which allows teachers to support student deficits during whole class or small group differentiation
- Digital math manipulatives
- Hands on activity sheets for small group instruction

Teachers will be provided the technology and opportunities to participate in professional development geared toward student engagement in digital platforms such as Google Classroom, Screencastify, Google Jamboard, EquatIO, etc.

PHASES FOR RETURNING TO IN PERSON INSTRUCTION

Phase 1 -- Rialto Unified began the 2020-21 school year in a distance learning format with opportunities for daily live instruction. When it is safe to do so based on information from the Governor's office and/or state and local health departments, students will be phased into a hybrid model with onsite in person instruction. Students remaining on Distance Learning (or Bridge Academy) will be those students who are medically fragile or are self quarantined because of COVID 19 exposure. In addition, parents will have the opportunity to choose Bridge Academy for the duration of the 2020-21 school year as an option to the hybrid, face to face model. The first students to be phased in will be those identified to be below grade level or requiring special services.

Phase 2 -- Our youngest students, pre-school- 3rd grade, who need to build foundational literacy and numeracy skills, will be the first group to transition back to a school setting. This group of students may have experienced the greatest challenges with Distance Learning. In addition, Response To Intervention (RTI) Tier 3 level supports will be provided in-person to those students scoring far below grade level on the iReady Diagnostic Assessments in English Language Arts and Math for grades K-8. Finally, specifically identified Pre-school-12th grade students who receive special services, are identified as English Learners or are foster/homeless youth, will be prioritized into this phase.

Phase 3 -- In-person instruction will be extended to 4th, 5th, 6th, 9th and 12th grade students. Fourth and fifth grade students will return in order to solidify understanding of grade level standards and refine educational skills prior to transitioning to middle school. Sixth and ninth graders have been identified as needing additional support because they are transitioning into middle or high school. Rialto's historical data has shown that transitional periods for students are causes for significant learning loss. Social emotional qualitative data also demonstrates that transitional periods can prove to be a difficult time for students to adjust to cultural school norms.

Phase 4 -- In-person instruction will be offered to all remaining students (grade levels 7th, 8th and 10th). Seventh and eight grade students must receive in person instruction in order to solidify grade level standards and refine educational skills prior to transitioning to High School. Tenth through Twelfth grade students must receive in person instruction in order to attain grade level proficiency and acquire educational skills prior to transitioning to College and Career.

Phase 5 -- Rialto Unified School District's ultimate goal is to return to full, in-person education in a traditional school setting as soon as possible.

Note: During Phases 2-4 students will receive additional support in the form of online tutoring, live interactive progress monitoring and goal setting. This support will be offered to students on a daily basis.

REOPENING SITE PLANS FOR SAFETY

PERSONAL PROTECTIVE EQUIPMENT (PPE)

- All staff, students, and visitors on campus must wear a mask in order to enter District buildings and/or school sites, unless wearing a mask poses a health risk to that individual, in which case a face shield must be worn.

- 1 disposable mask and 1 reusable mask will be provided to every staff member and student on the first day of inperson school. Additional masks will be provided as needed.
- Masks will not be required while eating breakfast or lunch.

MEETINGS AND MASS GATHERINGS

- In-person meetings will be allowed only if it is determined to be necessary that they be in person and if space permits social distancing of 6 ft apart for each participant. (Virtual meetings are recommended even when in-person meetings meet the above criteria).
- Spirit activities, assemblies, school dances, and family events are not allowed until further notice.
- Mass gatherings to observe events, performances, or athletic competitions are not allowed until further notice.
- Required elections for councils, committees, etc. can take place electronically.

VISITORS ON CAMPUS

- Visitors will be limited to the front office for business needs or for meetings that are determined need to be held in person. All visitors must wear a mask, unless wearing a mask poses a health risk to that individual, in which case a face shield must be worn.

DISINFECTING

- Teachers will disinfect classroom desks and chairs at the end of the AM session, using disinfecting spray and towels.
- Custodians will disinfect classroom desks and chairs at the end of the PM session, using disinfecting spray and towels.
- Custodians will disinfect high traffic/use areas based on the new daily COVID-19 schedule.

MISCELLANEOUS ESSENTIALS

- Visitor waiting areas will be created at each site outside of school offices and district buildings, with social distancing measures in place.
- Sneeze Guards in front offices and classrooms will be installed, as necessary.

- Health and safety expectations will be posted at all entry areas to school campuses and district buildings.
- Hand sanitizing stations, with a minimum of 60% alcohol base, will be placed at entry areas to school campuses and district buildings.
- Vendors will receive advance notification of expectations when visiting school campuses and district buildings.
- Water drinking faucets will be off limits until further notice.
- Students will be encouraged to bring their own water bottles.
- Students will be provided water if needed.

AIR QUALITY

- The current ratio between recycled air and fresh air is 80/20. Staff will be encouraged to open doors and windows to increase airflow when weather permits.
- The District will increase the Minimum Efficiency Reporting Value (MERV) of our filters from eight (8) to thirteen (13), which increases the effectiveness of catching particles of varying sizes.

TRANSPORTATION

- The load capacity for a large school bus will be restricted to 26 students or less for general education students.
- The load capacity for special education will be restricted to 14 students or less (buses lose space to accommodate for special equipment, such as wheelchairs).
- Drivers will take the temperature of all students prior to them boarding the bus.
- Bus riders, as well as parents must practice social distancing while awaiting bus arrival.
- Bus riders, as well as parents must wear a mask while awaiting bus arrival.
- Bus drivers and bus riders (students & attendants) must wear a mask at all times.
- Personal protection equipment and disinfectant will be supplied to all bus drivers.
- Drivers will be given a strict cleaning schedule to follow.

SOCIAL DISTANCING

- Signs showing proper hygiene practices and what 6 feet looks like, as well as floor markers have been posted at all school campuses and District offices.

DAILY HEALTH SCREENING STAFF

- Staff temperature checks by site at a designated location will occur daily.
- Upon daily arrival to their worksites, staff are required to take a health screening questionnaire.

HEALTHCARE

- Staff and students will be provided training and materials related to hygiene, disinfection, sanitation, and social distancing.
- Parents will be encouraged to keep their children home when they feel ill.
- Parents will be encouraged to take their child's temperature daily before sending the child to school. Students with temperature above 100.4 must remain at home.
- 6-foot social distance will be enforced by site personnel.
- Students will be encouraged to wash hands regularly while at school.
- Students will use hand sanitizer prior to boarding the bus.
- A person with known exposure to COVID-19 should self-quarantine at home for 14 days.
- A symptomatic person with suspected or confirmed COVID-19 can return to work or school with a doctor's note 10 days after the onset of symptoms and at least 72 hours fever-free without medication and improvement in symptoms.
- An asymptomatic person with lab-confirmed COVID-19 is to self-quarantine based on their medical providers recommendation.

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

Total Funds Contributing As the District transitions to in person instruction, it will continue to implement the recommendations of the CDC and local health officials. The District will provide personal protective equipment (PPE) for all students and staff to ensure their safety. The school facilities will require additional sanitation and custodial services to minimize exposure to students and staff.	\$1,500,000 - No to contributing
In Phases 2-4 in Returning to In-Person Instruction, students will receive additional support in the form of online tutoring, live interacting progress monitoring and goal setting. This support will be offered to students on a daily basis.	\$1,000,000 - Yes to contributing

Distance Learning Program

Continuity of Instruction

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

In order to ensure continuity for pupils when transitioning between in-person instruction and distance, Rialto Unified School district students Prek- grade twelve, were given both print and digital core instructional textbooks and materials. Students received electronic devices and internet hotspots or sim cards for devices. Instruction is presently delivered to all students via "Distance Learning". Teachers were instructed to follow a traditional scope and sequence of standards based instruction of new material and regular grading.

To assess the instructional continuity gaps the LEA created and distributed a number of surveys to staff, students and parents. It was determined that during the initial COVID shut down there was 1) a gap in communication, 2) technology access issues, 3) instructional concerns in quality and rigor, and 4) lack of focused intervention based on student needs.

To remedy the above mentioned issues, the District has made the following changes:

- Communication: Remind App was purchased for all teachers, support staff and administration to allow daily contact between parents/students and teachers.
- Technology Access: Purchase and distribution of Hotspots, personnel restructuring and relocations to assist with distributions and technology issues and repairs, Technology Professional Development for teachers, and daily support for students and family through site and District help lines.
- Instructional Rigor: High quality distance learning best practices modules were created by the Education Services Department for grades K-12. A MOU (Memorandum of Understanding) was created between the district and teacher's association, requiring daily interaction and providing student support time to address learning loss.
- Data driven interventions: Additional resources in the form of pay for counselors to schedule students based on new COVID social distancing needs and on student credits needed for graduation and A-G completion. If and when Hybrid learning begins secondary class size reduction will be implemented to support social distancing needs. Instructional Strategists and Reading Specialists will meet with students below grade level or with special needs. Teachers at the elementary level will be paid to support learning loss during after school tutoring based on student need. Scheduled intervention for student support is built into the daily schedule and supported by the MOU.

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.

To ensure that all students have access to devices, the district continued with a 3 year device replacement cycle plan for all student technology. To determine students' access to technology, surveys sent directly to families; in addition to questions that were included with online registration.

ACCESS TO THE INTERNET (CONNECTIVITY)

Approximately 1,250 families responded that they needed Wi-Fi access at home. Anticipating that additional families could be in need of connectivity, the newly purchased Chromebooks have the ability to take SIM cards that allow Internet connectivity, including 2,500 cards from T-Mobile and 100 cards from Verizon for families in remote areas or with unique circumstances. Each hotspot can connect up to 5 district issued devices.

ACCESS TO DEVICES

To provide technological support and ensure access to devices, the district provided Chromebooks, PC laptops or iPads were purchased, based on previously determined student needs by grade level. For the past 3 years, through the LCAP (Local Control Accountability Plan) process, the district invested in classroom devices for students to reach a one-to-one - or very close proximity - ratio between students and devices. The 2020-21 school year is the first year of the replacement cycle, where the district was able to secure 6,200 Chromebooks and 3,672 Windows laptops to add to our existing device inventory. This allowed each student to take a device home to participate in the district's Bridge Academy (Distance Learning) for the 2020- 2021 school year.

DEVICE DISTRIBUTION FOR FAMILIES

Device distribution information was posted on the district web page and site web pages. This information was also communicated via phone, text, email and web page by the District. The process of device distribution was developed and implemented by each school site. Schools site leaders reiterated the message using their social media accounts, Peachjar, as well as phone calls, texts, and emails. Parents were told about internet discounts offered by different providers as well as the T-Mobile hotspot that the district could provide. In addition, for families who were unable to access devices or hotspots during the initial school closure in March 2020, the following methods were used -- home visits, certified mail, text and phone calls. For families who lacked transportation to pick up their devices, home visits were made by administrators and the Safety Intervention and Support department.

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.

TRACKING WEEKLY ENGAGEMENT

Teachers will keep a record of each student's weekly engagement, verifying daily synchronous and asynchronous participation and tracking assignments/assessments. Time value of student learning is being tracked through weekly engagement logs and teaching agendas that have instructional time noted. During synchronous instruction student learning is monitored by checking for understanding which informs instruction. Elementary teachers will use a standardized Google spreadsheet for the weekly engagement record. Secondary teachers will utilize their grade books in Synergy (Student Information System) to track the amount of time required for each assignment. Synergy will also document the minutes of live instruction.

MONITORING STUDENT PROGRESS

In a more formal setting teachers use common formative assessments to monitor student progress in learning. Student competency and learning is continuously being assessed, at each school site, through formative assessments and the data extracted is then utilized as the basis for instruction. Based on student competency and learning, teachers will develop and deliver lessons that are scaffolded and meet the needs of their diverse learners. Principals will work collaboratively with teacher leaders to ensure that instruction is driven by student competency.

Academic progress monitoring assessments:

- Elementary ELA: iReady Diagnostic scores; and ELA Performance Tasks
- Middle School ELA: iReady Diagnostic scores; and ELA Performance Tasks
- High School ELA : ELA Performance Tasks; Interim Assessment Blocks (IABs); and, Grades
- Elementary Math: iReady Diagnostic; and Chapter Test data
- Middle School Math: iReady Diagnostic; and Unit Test data
- High School Math: Unit Tests data; and IABs

Each site will have trimester/quarter data days to review and address student needs in a timely manner with interventions. In addition the following assessments/tools will also be used to inform instruction: Lexia (ELA), IXL (Math), ALEKS (Math).

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.

Two weeks before the start of the 2020-21 school year, teachers were given the opportunity to participate in professional development focusing on Google Classroom, Google Meet, iReady, the Remind Communication app, and two text help Chrome extensions --"EquatIO" and "Read&Write". In addition, teachers were trained on their core curriculum digital features.

These sessions were planned accordingly in alignment to a brief needs survey that was given to teachers before the end of the 2019-20 school year in regards to needs for training related to Distance Learning. Each training session was recorded and posted on the district website so that teachers could revisit the content or could access the session if they were unable to attend the initial training.

Teachers have been given the opportunity to attend sessions to prepare them for the Google Certified Educator Level 1 exam, thus increasing their personal proficiency on the basic operation of Google Enterprise Suite and related tools. Professional development opportunities are ongoing throughout the 2020-21 school year. The focus will be and has been on Google Classroom, Google Meet, Texthelp Chrome extensions, Remind, EdPuzzle, Screencastify, iReady, and Synergy gradebook. The sessions are recorded, available in a Google Drive folder and posted on the district web page.

If staff experience technical issues, they can email or call the "IT Helpdesk" or the Education Technology office. Each school site also has an Instructional Technology Assistant (ITA) or an Education Technology Technician (ETT) to offer support. The ITAs and ETTs are essential staff and are at their school site everyday. They can answer teacher or parent questions via phone or email.

Staff Roles and Responsibilities

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

Roles and responsibilities of classroom teachers shall be in alignment with SB 98 to address academic and social emotional needs.

SPECIFIC NEW RESPONSIBILITY GUIDELINES FOR ALL TEACHERS

- Confirm that all students have access to a computer and internet at home in order to participate in distance learning.
- Provide daily live instruction with students for the purpose of lesson delivery, progress monitoring, and maintaining school connectedness.
- Provide quality standards-aligned content and instruction.
- Maintain communication with parents about student progress.
- Implement procedures to re-engage students who are absent for more than 60% (equaling no more than three days) of instructional time per week.
- Continue special education services in accordance with the students' Individual Education Plan (IEP).
- Provide academic support for English learners, students with disabilities, foster youth, homeless students, and students that have fallen behind in their academic progress.

In addition, teachers will provide and maintain one week of emergency lessons that are appropriate to the currently used learning models. They will also provide students and families with all necessary documents and resources to support the lessons.

SPECIFIC NEW RESPONSIBILITY GUIDELINES FOR CREDIT RECOVERY TEACHERS

Secondary Intervention Teachers will create differentiated support for students and monitor student progress. They will use APEX for most High School credit recovery interventions. Below are details regarding APEX:

- Using the APEX program (a secondary credit recovery program), teachers will serve as a facilitator of learning. APEX teachers will provide support for credit recovery and A-G recovery. APEX credit recovery teachers will not need to grade work but simply move through modules. A-G staff will grade work and provide instruction.
- The APEX Coordinator will serve as the initial liaison between teacher, parent, and student to communicate the expectations of APEX course enrollment. The Coordinator will verify teachers' hours as entered on time cards (if applicable, based on individual site format). The coordinator will also monitor overall student progress.
- Once students have completed their APEX course, the APEX coordinators will verify the completion and email the counselor, registrar, and administrators the

student summary page.

- APEX teachers will continue to unlock modules, pre-tests, and unit exams so students can complete each assigned APEX course.
- APEX teachers must create an office hours schedule to review student progress, communicate with students in email, and to stay abreast of any potential changes to the program.

SPECIFIC NEW RESPONSIBILITY GUIDELINES FOR SITE SUPPORT STAFF

Certificated staff members not in the classroom have specific roles and responsibilities to support the educational instruction of students which may vary due to distance learning.

- Counselors- Counselors will continue to address the three domains in counseling practice to support students - academic, career, and social/emotional development. Counselors may provide virtual appointments to students for academic counseling, monitoring, and guidance from any one of the domains. Appointments or conversations may be conducted via face-to-face (with proper safety measures in place), email, telephone, or Google Meet. Counselors will continue to log parent/student communication in Synergy.
- Counselor Duties - Counselors will check-in with students, analyze transcripts, schedule students, clean-up master schedules, write letters of recommendation, answer college application questions, provide social and emotional resources, and communicate with teachers.
- High School Counselors - Priority and focus will be given to the tracking, scheduling, and monitoring of graduation and A-G requirements for high school seniors.
- Speech and Language Pathologists- Speech and Language Pathologists may provide individual and/or group lessons via face--to-face (with proper safety measures in place), Google Meet, Google Classroom or other existing RUSD approved educational platforms with which the member is familiar that will meet the needs of their students.
- Nurses- Nurses will perform their regular job functions based on the learning model implemented and student needs.
- Strategists and Coaches- Elementary Strategists, Secondary Coaches (ELA and Math), Secondary Strategists (EL), and District Academic TOSAs will provide training to certificated staff and provide academic support to students. In addition,

they will follow job duties as outlined by categorical funding sources.

- Home Hospital teachers -Home Hospital teachers will provide instruction through Google Classroom as the primary source of student instruction. In addition, they may use District approved platforms to support this instruction.
- Activity Directors- Activity Directors will work on all essential ASB related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration. ASB directors will follow what was agreed upon for certificated staff members as it pertains to class instruction.
- Athletic Directors- Athletic Directors will work on all essential athletic related functions that need to occur during the 2020 - 2021 modified school schedules as directed by administration.
- The District Librarian-The District Librarian will work on all essential library/textbook related functions that need to occur during 2020-2021 modified school schedules as directed by his/her supervisor.
- Special Education Teachers- In order to provide equitable and appropriate education for our students with special needs, Special education teachers will work collaboratively with core content teachers face-to-face and and/or via Google Classroom. Special education teachers will provide instruction through face-to-face and/or Google Classroom or other existing RUSD approved educational platforms, with which the member is familiar that will meet the needs of the students. Accommodations and modifications will be provided to meet the needs of student's IEPs in a digital and/or face-to-face learning environment. Special Education teachers of students with moderate to severe disabilities will provide continuity of learning through a variety of Distance Learning resources and/or face-to-face as appropriate so that special education students have access to the same learning opportunities as other students. If there is a need for extra time to catch up with IEPs, a teacher may request a substitute. The request will be reviewed by site administration, and approved accordingly.
- Adapted PE- Adapted PE and other support providers will prepare and communicate Distance Learning and/or face-to-face activities that can be completed at home or school.
- Extended Day Teacher schedules are based on 50 hours of instruction for students needing credit recovery intervention. Schedules will vary based on the student's needs at each individual school site. Teachers instructing Extended Day may remain on campus until the completion of their instructional day.

- VAPA-Elementary Music and VAPA Teachers will create weekly Google Classroom links for each grade level taught. VAPA Teachers will create lesson plan links by grade levels (1- 5th) that can be used to support the required instructional minutes beyond the one (1) hour live interaction on Mondays and additional instructional minutes on Tuesdays-Fridays.
- PBIS- PBIS/Social-Emotional Counselors will work with an identified caseload per administration to support high-needs students
- TOSAs-Teachers on Special Assignment will collaborate with administration to determine work based on their specialty area according to their job description.

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.

ENGLISH LEARNERS

Additional digital programs will be purchased for students to allow them greater access to developing language through differentiated instruction and support. An emphasis has been placed at the district level to include digital programs that allow for visual/digital realia support. Teachers of English Learners will receive training in engagement of English Learners through distance learning focused on ensuring that students are demonstrating achievement of learning standards through collaboration with their peers and producing learning evidence through presentations and projects. Teachers of English Learners will meet throughout the year to collaborate on effective strategies used in the virtual classroom. EI Programs staff will support teaching staff with their delivery of virtual instruction by providing online teaching resources and strategies. Strategists and coaches will receive specialized workshops in supporting teachers with online strategies to scaffold teaching for English Learners.

REPURPOSING OF STAFF TO SUPPORT ELL STUDENTS

Classified positions within the district will be repurposed with the intent to ensure access to digital learning for our most vulnerable populations. Instructional Technology Assistants (ITAs) led by the Educational Technology team will be available at each school site to assist families with access to technology by manning a help line. ITAs will use Language Line to communicate with families that speak a language other than

English.

Site Bilingual Instructional Assistants (BIAs) will provide assistance to English Learners by making support calls in which their first task is to ensure that students know how to log in to their Google Classroom and know how to complete their assignments digitally.

Language support services for day to day interpretation will continue for all languages through the use of Language Line, a telephone interpretation service. Interpretation support for all IEP's will continue through the use of our district interpreting team for Spanish and contracted resources for other languages. Translation support for instruction and parent support in Spanish will continue through our Translation team along with an outside contract for other languages. Instructional Technology staff and Dual Language Immersion teachers will create "how to videos" in Spanish to assist parents and students in learning how to access features in Google classroom and other platforms. Virtual training will be held for parents in which they will be taught how to access these "how to" videos and other resources to ensure academic success for their children.

FOSTER/HOMELESS YOUTH

The Child Welfare and Attendance department delivered school supplies and resource information to all Foster students and families within the district during the first two months of school (Bridge Academy). The goal is to minimize barriers that our foster students face during the pandemic and online learning.

Foster Youth, as well as Homeless Youth, will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Identified students will have access to homework/tutoring assistance as well as enrichment activities (Social Emotional Lessons, virtual field trips, etc.)

In addition, foster and homeless youth have been assigned to site level liaisons and counselors. Four (4) PBIS counselors are the "case managers" for these students. Their role is to support ensuring students are engaged in Distance Learning (attendance) and assisting with accessing mental health services (referrals) and academic tutoring.

Each school site has been given funds specifically to support foster and homeless

youth. The funds will be utilized to remove barriers students may face. This includes schools supplies/materials as well as academic intervention offered by teachers.

STUDENTS WITH DISABILITIES

To support Students with Disabilities (SWD) during distance learning, the district has committed to provide on-going professional development to enhance the delivery of virtual instruction/services for teachers, instructional assistants (IA), and related support providers.

PROFESSIONAL DEVELOPMENT TOPICS FOR TEACHERS, INSTRUCTIONAL AIDES, AND SUPPORT PROVIDERS

Supporting Student Behavior in Multiple Learning Environments

- Online Platforms: FlipGrid, Jamboard, Loom, and Google Suite
- Engagement Tools- high yield instructional tools used during lessons to promote student participation
- Navigating UNIQUE: Balancing in Person and Remote Learning (alternative curriculum)
- Formal Assessments- SANDI Online
- Instructional Strategies- creating small groups, rotations, and breakout sessions.Teachers will use classroom data to create mixed and homogeneous collaborative groups in order to maximize learning needs.
- Specialized Academic Instruction
- Virtual Reinforcement- Virtual Student Store and Behavior Data Collection
- Promoting Social Skills in the Home: TeachTown, Tuned in to Learning
- Accessibility Features Enabled on Technology Devices: Read and Write, Screen Readers, Voice Typing, and ChromeVox
- Presence Learning Online Platform - Virtual Assessments and teletherapy for Speech Language Pathologists
- TeleMental Health Training Certificate Program:
 - Legal Aspects of TeleMental Health
 - Ethics of Using Technology in Behavioral Health
 - HIPAA Compliance for Mental Health Professionals
 - Ethical, Legal, and Clinical Aspects of Selecting Technology
 - Emergency Management Planning for TeleMental Health
 - Screening for Fit for TeleMental Health Services
 - Ethical and Clinical Skills of Video and Phone Sessions

Professional development opportunities will continue to be offered as teacher needs are identified. In addition to ongoing professional development opportunities, the Special Education Department is currently collaborating with other departments on support for teachers regarding new curriculum and learning kits to enhance student participation and engagement while distance learning. Furthermore teachers of students with disabilities will have access to instructional specialists.

SERVICES AND RESOURCES PROVIDED FOR STUDENTS WITH DISABILITIES

District instructional aides, Non Public Agency instructional aides, braille transcribers and American Sign Language interpreters were assigned Google accounts to enhance the learning outcomes for students they support by allowing the staff member access to participate in the Google platform. To enhance the quality of education during Bridge Academy, instructional aide (IA) hours were increased to support the mild/moderate self-contained classrooms in grades TK-5.

A Virtual Reinforcement Store was created to assist with the behavior management of virtual classrooms for self-contained special education programs. Teachers, IAs and parents will be offered training, as needed, on the Virtual Reinforcement Store. Students will receive earned items based on the needs of the student. Behavior support services for students with high behavioral needs will also consist of the following:

- Teacher support through consultation during virtual instruction in Google Classroom
- Virtual consultation meetings and recommendations for families
- Visual supports have been developed such as visual schedules, token boards, first then boards, and social stories
- Home deliveries of items students earned through the Virtual Reinforcement Store using their earned points
- Live and pre-recorded parent trainings
- Social skills groups will be offered to all students who receive Special Education
- Services under a primary eligibility of Autism

Access to Physical Education and Movement in Space: Adaptive Physical Education (APE) Teachers are collaborating with General/Special Education teachers and students via Google Meet. APE teachers held a supply pick up day for parents of students who receive APE services to pick up adaptive physical equipment to allow for participation in daily exercise.

Students with Disabilities who qualify for physical therapy (PT) receive support virtually from the service provider. Supports for PT will consist of the following:

- Individual assessment and recommendations for best seating position during Bridge Academy work.
- Provide appropriate equipment when needed to ensure best Bridge Academy workstation.
- Family, student and teacher collaboration with functional activity suggestions, to continue to work toward functional mobility goals.
- Individual Google Meet with the student and family when appropriate, engaging in functional mobility strength, endurance and motor planning.
- Physical Therapy led movement breaks during google classroom instructional time, to help promote gross motor gains and overall student health.
- Initial physical therapy assessment completed virtually.
- Support for family in medical and school based mobility needs.

Students who receive occupational therapy (OT) services receive support virtually and through the use of packages carefully assembled to student's individual needs. The packages include items that will support student's occupational therapy goals and to improve their access to their current educational environment which has become the home. When providing packages, parents have the option to participate in contactless pick up at a school site or drop off delivery to their home ensuring safety for both families and staff.

These items may include the following but not limited to:

- Handwriting packages and related materials
- Adapted writing/cutting utensils, adapted paper, fine & visual motor/visual perceptual activity worksheets, name practice worksheets and activities, sensory items, noise cancelling headphones, move and sit cushions, therapy balls, therabands, fidget toys and chew items.

Students with OT services also receive individual virtual goal- oriented treatment sessions which are scheduled on Google Meet. Students are encouraged to participate and be engaged in the virtual activities, however, virtual sessions might not fit some of our student's needs. When this happens, a consultation is completed with parents to empower them with strategies so they can better support their student's academic engagement.

Actions related to the Distance Learning Program

To close the digital divide the District has purchased education technology to allow each student to have a device at home. The District has also purchased 2,500 hot spots to support distance learning in households without internet access. Additional human resources were allocated to support the configuration and distribution of devices to over 25,000 students.	\$9,261,014 Yes to contributing
Various opportunities for professional development will be offered to support teaching and learning in a multiple learning settings (virtual, hybrid and live instruction)	\$150,000 Yes to contributing
Instructional staff will receive a stipend to purchase supplemental supplies required during distance learning.	\$1,350,000 No to contributing
An English Learner Lead will be selected to ensure each school site has the appropriate support for English Learners during distance learning. A stipend will be provided to each English Learner Lead.	\$36,000 Yes to contributing

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

The District will address pupil learning loss by first assessing for and identifying the level of learning loss. The procedure for assessing the learning loss is listed below. After the

data is collected and analysed site administration and district administration will collaborate on site specific plans to address the loss of learning.

ASSESSING LEARNERS TO DETERMINE LEARNING LOSS

At the beginning of the school year, in August of 2020, the District will give the same assessment platforms listed above to all 1st - 12th graders to determine the 20/21 cohort's base levels (Data Point 2). This 20/21 cohort's base levels will then be compared to the last two years average baseline scores (Data Point 1). The variance between data gathering point 1 will be compared to data gathering point 2 to determine the actual learning loss in each academic area and ELD needs of English Learners.

The following local metrics will be used to assess pupil learning status in ELA and Math for all grade levels:

- The last two years of iReady diagnostic data in ELA and Math to identify a baseline learning level for all students grades 1st- 8th (Data Point 1).
- To measure pupil learning status in Math, grades 9 -12, pupils were administered an assessment in each of the following courses: Math 1, Math 2, Math 3, Math 4, Introduction to College Math (ICM), and Math Reasoning with Connections (MRWC). The assessment was designed by looking at the current course standards and back-mapping the prerequisite skills that students would have learned in the previous grade/course. The prerequisite skills for the current class will be considered data point 1. The median score for each of the assessments for each course was determined and the percentage of students below that median score was calculated. Items will be identified on current unit tests which require these particular prerequisite skills. This will allow teachers to monitor ongoing progress in students' current math courses. The same assessment that was administered at the beginning of the year will be administered at the end of the school year to determine if this learning loss diminished.
- ELPAC average scores from 2018/19 to establish a benchmark for K- 12th students in ELD proficiency (Data Point 1).
- The District will use the following testing scores to determine the average 9 -12 ELA baseline (Data Point 1):
 - For Eisenhower High School : ELA quarter 3 benchmark will be used to create the profile of an Eisenhower student in ELA for 9th, 10th, 11th and 12th grade.

- For Milor High School : ELA quarter 3 benchmark will be used to create the profile of a Milor student in ELA for 10th, 11th and 12th grade.
- For Rialto High School: The iReady Reading Assessment will be used to create the profile of a Rialto student in ELA for 10th, 11th and 12th grade.
- For Carter High School: The following assessments will be used to create a profile of the Carter high school student by specific grade level- ELA 9: iReady (grade 8 data: January 2020); ELA 10: Q3 PT (grade 9 data: March 2020); ELA 11: Q3 PT (grade 10 data: March 2020); and, ELA 12: Q3 PT (grade 11 data: March 2020)

Site administration will receive the assessed learning loss data in ELA, Math and ELD by grade level by mid October 2020. The site principals will be required to create a collaborative site plan for student learning loss by late December and begin immediate implementation. Part of their plan must include specific strategies that differ for pupils who are low income; English Learners, foster youth; pupils with exceptional needs and those experiencing homelessness. Site meeting time, professional development time and student support time has been allotted for through the new schedule developed in the MOU process.

Students in grades 1-8 will be assessed three times a year using iReady Diagnostic assessment in the areas of ELA and Mathematics. Based on the disaggregated results, students will receive additional time and intensity with teachers both during live synchronous minutes, in small group instruction and during after school tutoring, using various district-wide purchased and trained programs to support students and fill instructional gaps.

ASSESSING ENGLISH LEARNERS TO DETERMINE LEARNING LOSS

Teachers and administrators have been trained in ELLevation, a digital platform that collects multiple data points used to monitor English Learners. ELLevation will be used to identify and monitor English Learners who have not made progress in Reading, Math and English Language Development. I-Ready diagnostic data in Reading and Math will be collected in ELLevation at trimester and quarter intervals for all students; this data will then be disaggregated to compare English Learner progress to general student population data. English Learners will also be assessed for learning loss in the area of English language proficiency through a comparative analysis of ELPAC growth in scale scores from 18-19 to 19-20 and from 19-20 to 20-21. A target scale score growth will be set for each English Learner at each grade level. English Language Development formative assessments collected at each trimester or quarter from core ELD programs at each grade span will be used to track growth toward each English Learner's target

scale score growth. Student growth within instruction will be addressed through the implementation of additional academic language supports and scaffolds for students to make progress in each content area.

LEARNING LOSS SUPPORT

Strategic Support for ELA:

- Guided reading groups (3-8 students per group) using leveled readers/passages focused on fluency and comprehension.
- iReady Instruction 2-8 grades- tied to the iReadyDiagnostic assessment. Students are provided tailored online lessons that move students proficiency and growth based on areas of needs determined by the diagnostic assessment; teachers provide small group lessons, differentiated by need, complimenting the online lessons.
- LitPro- A digital classroom management tool for independent reading instruction. A personal bookshelf is provided for each student based on the child's -Lexile level and reading interest. For each book read, students are given a reading comprehension assessment tied to grade level standards. This program will be used with grades K-5, specifically.

Strategic Support for Math:

- iReady Instruction 2-8 grades- tied to the iReadyDiagnostic assessment. Students are provided tailored online lessons that move students proficiency and growth based on areas of needs determined by the diagnostic assessment; teachers provide small group lessons, differentiated by need, complimenting the online lessons.
- ALEKS (**A**sessment and **L**Earning in **K**nowledge **S**paces), an online program, is utilized in Grades 6- 12 for mathematics. ALEKS is an intuitive program that differentiates student learning based on where they are and takes them to the current grade standards. ALEKS also provides knowledge checks and students progress can be monitored through these knowledge checks.

ELA Intervention:

- SIPPSS (systematic instruction in phonological awareness, phonics, and sight words)- structured foundational reading instruction for beginning and struggling readers. Delivered in small groups based on initial screener and mastery tests. Teachers in grades K-5 are trained in this model and implement it based on conversations with PLC group members.

Math Intervention:

- For grades K - 5, the District-adopted Mathematics Program (CA GO Math!), includes an intervention component that addresses Tier 1, Tier 2, and Tier 3 interventions.
- For grades 6 - 12, ALEKS is used to diagnose topics/concepts that students have not learned/mastered. Teachers use ALEKS to intervene when necessary.

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.

ADDRESSING LEARNING LOSS FOR ENGLISH LEARNERS

Teachers and administrators have been trained in ELLevation, a digital platform that collects multiple data points used to monitor English Learners. ELLevation will be used to identify and monitor English Learners who have not made progress in Reading, Math and English Language Development. I-Ready diagnostic data in Reading and Math will be collected in ELLevation at trimester and quarter intervals for all students; this data will then be disaggregated to compare English Learner progress to general student population data. English Learners will also be assessed for learning loss in the area of English language proficiency through a comparative analysis of ELPAC growth in scale scores from 18-19 to 19-20 and from 19-20 to 20-21. A target scale score growth will be set for each English Learner at each grade level. English Language Development formative assessments collected at each trimester or quarter from core ELD programs at each grade span will be used to track growth toward each English Learner's target scale score growth. Student growth within instruction will be addressed through the implementation of additional academic language supports and scaffolds for students to make progress in each content area.

English Learners will continue to receive an instructional program that is focused on meeting linguistic and academic goals at their grade level. English Learners will receive Designated ELD every day at the primary and within their designated period at the secondary. Integrated ELD will take place at both the primary and secondary within every content area throughout the day.

Long Term English Learners identified with higher needs will receive a support course focused on academic language acquisition and learning skills leading to reclassification. English Learners needing additional support will receive support through extended learning time with their teacher built within the school day. A summer program for English Learners and Dual Language learners needing additional learning time will be held with a focus on developing academic language. Teachers will continue to receive professional development in the area of oral language production within distance learning.

ADDRESSING LEARNING LOSS IN THE VIRTUAL CLASSROOM FOR ENGLISH LEARNERS

The following strategies will also be implemented by teachers within their virtual classrooms:

- New instruction will be presented in multiple modes (video, audio, slides) with graphic organizers to aid comprehension
- An explicit focus on complex, precise, rich academic language used in instruction and modeling
- When possible, videos used in instruction for Newcomers will have captions or subtitles in their primary language
- Continuous checking for understanding will take place during instructional time
- Grade level instruction will be scaffolded to meet the proficiency needs of English Learners
- Supports within technology programs purchased for English Learners and students in Dual Language programs will be utilized
- An emphasis on oral language with interactive collaboration amongst students through the use of breakout rooms
- Thematic teaching with an emphasis on vocabulary throughout various content areas
- Use of home language support to deepen knowledge of the content

A teacher at each secondary school in English Learner programs will collaborate with the Agent of English Learner Programs on instructional strategies for English Learners, assessment collection, data analysis and changes to instructional programs for English Learners. This information will be taken back to their Professional Learning Community to further develop into actions within their classrooms. This action has been in place

through the previous 2017-2020 LCAP.

In addition, a Bilingual Teacher Lead will be identified at each Elementary School, each Middle School and at the continuation high school to support the implementation of instructional strategies for English Learners and assist with assessment collection, data analysis and changes to the instructional program for English Learners. These teachers will also meet with the Agent of English Learner programs on a monthly basis to collaborate on the effectiveness of English Learner Programs and changes that should take place at their site.

ADDRESSING LEARNING LOSS OF FOSTER AND HOMELESS YOUTH

Foster and Homeless Youth will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Based on student data used to assess “learning loss”, and in collaboration with site administrators and parents, approximately 80 students per school will be identified to receive homework/tutoring assistance as well as enrichment activities (Social Emotional Lessons, virtual field trips, etc.)

In alignment with the State waiver offered to the ASES grant, Fitzgerald ES, the one elementary school that does not receive ASES grant funding for the program, will be allowed to have 20 slots from two of their neighboring schools (Trapp ES and Kordyak ES).

Sites have been designated support funding from LCFF (Local Control Funding Formula) to provide specific targeted support to identified Foster and McKinney-Vento students. The money can be used to pay teachers extra duty to provide tutoring outside of the designated school day which helps address pupil learning loss.

Based on iReady results, identified Foster and McKinney-Vento students will receive small group interventions/learning loss support during the school day, during seventh period at secondary, as well as after school in both a synchronous and asynchronous format as outlined below.

Synchronous (live instruction) tutoring will be focused on:

- ELA: close & critical reading, citing evidence and daily writing instruction.
- Math: math fluency, Number Talks and oral explanations of word problems.

Asynchronous strategies will include using evidence-based computerized programs in reading and math that allow for student independent practice. Programs will provide

differentiated learning for each student as well as provide progress monitoring assessments to track student growth in specific skill areas. These programs include the following:

- ELA: Lexia and iReady instruction.
- Math: IXL, ALEKS and GoMath.

ADDRESSING LEARNING LOSS FOR STUDENTS WITH DISABILITIES

For students with disabilities (SWD), support will be provided through collaboration with staff providing interventions to ensure SWD have access to the grade level interventions set in place by the individual sites. Additionally, teachers will have opportunities to implement specialized academic instruction (SAI) strategies on various educational platforms to ensure SWD have access to interventions implemented by the school site.

Extended School Year (ESY) is provided to eligible students determined by the IEP team. ESY is designed to address critical skill loss. Students who have experienced learning loss due to COVID-19 will be able to participate in ESY for an additional 18 days for a minimum of 4 hours of daily instruction. During the ESY program, students will receive services in identified areas such as: specialized academic instruction, occupational therapy, speech and language therapy, physical therapy, applied behavior analysis, adaptive physical education, as needed. Also, students will build on foundational skills necessary for academic and functional growth.

Students who receive special education services have the opportunity to participate in a reading intervention program. Areas addressed in the reading program are concepts of print, phonics and decoding, fluency, comprehension, and vocabulary. The program centers on skills to address letter recognition, phonological awareness, reading, handwriting, and oral language to fill in the learning gaps to become proficient readers. The reading specialist will have heterogeneous groups in one of two programs: Reading Readiness or Language Enrichment. Teachers trained in reading readiness and language enrichment will create groups based on assessment data and provide services to students in the general education setting and students with disabilities. The reading specialist will also collaborate with education specialists and general education teachers to progress monitor and provide appropriate instruction to meet the needs of all students.

Additional interventions will be provided to students who qualify for special education services through a summer reading program facilitated by teachers trained in reading readiness and language enrichment. The reading program will use evidence based practices and strategies embedded in the reading curriculum. Students will be progress monitored to identify further areas of need or mastery of content for future instruction.

ADDRESSING LEARNING LOSS FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS

For students who are socioeconomically disadvantaged, targeted support will be provided in the form of tutoring in a small group and individual setting. In addition training will be planned and provided, beginning during the 2020-21 school year and continuing, in the areas of developing cultural and linguistic responsiveness (CLR) throughout the district. CLR is validating and affirming the home culture and home language of our students for the purposes of building and bridging their pathways to academic success.

ADDRESSING LEARNING LOSS FOR AFRICAN AMERICAN STUDENTS

African American students have traditionally been an underserved population, as evidenced historically by student achievement data. Implementing the following instructional methods, practices and strategies will strengthen instructional practices and empower African American students to become leaders of their own learning.

Implementing CLR in schools, as listed above for socioeconomically disadvantaged students, will also greatly support our African American students throughout the district. The goal will be to change the mindset and skill set of teachers for the purpose of providing better academic outcomes for African American students. This model of teaching validates and affirms the home culture and home language of our students for the purposes of building and bridging their pathways to academic success in every content area. CLR pedagogical areas include Responsive Classroom Management; Responsive Academic Vocabulary; Responsive Academic Literacy; Responsive Academic Language; and, Use students' background knowledge.

The knowledge students have from their families, communities, and lived experiences informs the ways they process and retain new information. With professional development, first, shared with equity team members, this training will expand to Teachers, Administrators, and Instructional Support Staff.

In addition, Student Shadowing of African American Students will continue during distance learning and hybrid model. This process means looking at school through the eyes of a student. It involves shadowing a student through the school day or part of the school day to gain insights about how to improve their educational experiences. The

outcomes include gaining an insight into specific students needs as well as understanding students' unique challenges.

Teachers will have the opportunity to be trained on the following strategies to support African American students:

- Culturally Responsive Curriculum through developing lessons that are relevant to students' interest and lives by incorporating learning styles, culture, background, prior knowledge, vocabulary, current events and sports into the curriculum.
- Developing Student Initiative, Agency and Literacy by encouraging students to use diagrams to conceptualize a model; use diagrams to transition from using hands-on manipulatives; and, use of visual models to explore the content.

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.

Using the same District assessment tools described above in the first section will be given to students in the winter and spring. These data points will be used to determine closing of the learning loss gaps and academic progress. If learning loss gaps are not closed, then plans will be reanalyzed and new strategies will be determined.

The iReady Diagnostic is given three times per year in English Language Arts and Mathematics: Fall, Winter, Spring. After the initial Fall diagnostic, interventions will be planned and implemented by teachers, based on the results of the Fall Diagnostic. Effectiveness of services will be determined by analyzing growth after the Winter iReady Diagnostic is administered, and again, after the Spring iReady Diagnostic is administered. Teachers, with the support of site leadership teams, will analyze the data from the assessments.

For Mathematics in Grades 9-12: ALEKS Knowledge Check The Initial Knowledge Check is given in the Fall. During the course of the year, additional Knowledge Checks are given periodically, depending on the pacing of individual students. Students' progress is represented by a multi-colored pie chart. Each "pie slice" depicts an area of the course and is divided into topics learned, topics mastered, and topics that students have yet to learn. Teachers will analyze the ALEKS pies to determine intervention topics. Effectiveness of services will be determined by analyzing the progression of the

completion of the pies, which represents math topics learned and mastered.

Success of supports for English Learners identified through learning loss will be measured through the analysis of ELD formative assessments collected at the trimester and quarter. Gaps will be addressed through instruction during Designated ELD and Integrated ELD in all content areas and additional learning time with the teacher during small group instruction. Site administrators and collaborating teachers will be involved in collecting data, analyzing data and providing feedback to their sites on changes that need to be put in place on a quarter or trimester basis. Professional development will be geared toward providing strategies for teachers to support each language domain through a focus on the use of the ELD standards within content areas.

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

<p>Targeted support will be provided to all students identified with a learning loss. Tutoring will be provided at an individual level or in a group setting. Progress monitoring will be conducted by instructional, counseling and other support staff to ensure students progress.</p>	<p>\$955,000 Yes to contributing</p>
<p>Each school has a designated liaison for McKinney-Vento and Foster students, this individual in collaboration with the students' teachers are responsible for monitoring their well being. All schools have been allocated funds to support any instructional, emotional or material need McKinney Vento and Fosters students may have.</p>	<p>\$445,600 Yes to contributing</p>
<p>Students that are below grade level in reading based on assessment will receive instructional support from a variety of resources. The Reading Specialist will be working in individual and small group settings to reinforce reading skills that may have been lost during spring time.</p>	<p>\$1,025,209 Yes to contributing</p>
<p>Summer learning programs will be offered to mitigate the learning loss incurred during distance learning.</p>	<p>\$1,182,226 Yes to contributing</p>
<p>Various online educational programs will be offered to remediate, reinforce or enrich students' learning. The following</p>	<p>\$601,554 Yes to contributing</p>

programs will be available- Google G-Suite, Remind, Texthelp, I- Ready Diagnostic Assessment, I-Ready Instruction, LitPro, Screencastify, EdPuzzle, ALEKS, and APEX	
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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.

TIER I MENTAL HEALTH/SEL SUPPORTS

Tier I Mental Health/ SEL (Social Emotional Learning) outlines what will be done for ALL students and occurs in the following three areas.

SOCIAL EMOTIONAL CURRICULUM

Each RUSD school site will/has identified Social Emotional Learning (SEL) curriculum that will be used to teach daily/weekly SEL lessons and focus on PBIS School-wide Expectations. For example, Curtis ES and Kordyak ES are piloting the “Superhero Academy” SEL project-based curriculum. This year, 3rd and 4th grade teachers are part of Cohort #1. Professional Development is open to all 3-4 grade level teachers at both school sites. Student kits were ordered to implement in four classrooms. Administrators at both sites have identified teachers to pilot this curriculum in distance learning classrooms.

UNIVERSAL SCREENING

Several of RUSD school sites, using site Title I dollars, will contract with Panorama Education to survey students regarding social, emotional and mental health. This measure will be used as a baseline for creating school-based Tier 2 supports.

PROFESSIONAL DEVELOPMENT

The District partnered with several organizations in the spring to bring virtual professional development to all staff providing support at the Tier I level. The partners

included: Pamela Black (Trauma-Informed Schools), Sonia Rubio (San Bernardino County Dept of Behavioral Health), Panorama ED (surveys), Rhonda Cleeland (Community Cares applications), Restorative Justice Oakland Youth, and Pivot Learning.

School Closure Professional Development Webinar Topics included:

- Translating PBIS framework into distance learning
- Practicing Emotional Intelligence in virtual classrooms
- Neuro-leadership for staff
- Trauma-informed practices
- Building Resilience through relationships and skills
- Restorative Practices (RP) in a virtual classroom,
- Virtual community circles
- Understanding brain function and the effects of stress
- Panorama ED and using qualitative survey data (students, staff, families) to drive action plans for PBIS teams
- Mindset: Four Core Priorities for Trauma-Informed Distance Learning

Upcoming Planned Virtual Professional Development:

- Unconscious Bias
- Restorative Practices
- Crisis response flow chart
- Mindfulness in a Virtual Classroom
- Trauma-informed schools
- PBIS and Distance Learning in the Virtual Classroom
- PBIS Production Team- currently producing three 35 min videos for staff to use and review. Titles include: "What is PBIS?", "PBIS Universal Supports-Eight steps of Tier 1", and, "SEL and the Trauma-Informed classroom in distance learning"

TIER II MENTAL HEALTH/SEL SUPPORTS

Tier II Mental Health/ SEL (Social Emotional Learning) outlines what will be done for SOME students and occurs in the following areas:

MENTAL HEALTH REFERRALS

Request for assistance (RFA) can be submitted by any district employee. Internal RFAs will be monitored by site administration and external RFAs will be monitored by the Emotional Health Therapist lead in the Special Education department. Response by staff is expected within 24-72 hours. Many teachers, parents and site administrators routinely reach out to Student Services to ensure response times. Teachers and administration will call and email to confirm reception and ensure response to requests for student mental health support. They also follow the Crisis Response flow chart shared with staff in April of 2020.

Partnerships for Tier II include:

- South Coast Community Counselors (SAP provider) and guidelines by Department of Behavioral Health
- Mentoring services for African American Students - to include Social Emotional Learning Supports (SEL); Restorative/Resiliency circles; and, Parenting support through AAPAC/DAAPAC and related training.

EXTRA SUPPORT FOR FOSTER YOUTH OR MCKINNEY-VENTO

Each PBIS counselor and the Restorative Practice COSA will identify 30-40 students each on their caseload, who display vulnerability during school closure, and/or with whom staff has established relationships. These counselors will reach out to determine what student and family needs are to support distance learning. Counselors also assist with Bridge Academy - assurance that "D" grades did not result in "F" grades at 4th quarter; students had computer devices; no connectivity issues existed; graduation requirements were being met; access made available to online credit recovery efforts; issuance of partial credits; review for early graduation eligibility; and, enrollment in summer school when required.

STUDENT SERVICES AND SCHOOL SITE COUNSELING SUPPORT

The Student Services counseling team will be in contact with students at least weekly: through email and phone calls, the delivery of devices and/or school supplies; home visits with Safety Officers.

In addition, the counselors in the Student Services department maintained office hours through Google Meet to provide 1:1 support for students requesting real time conversation and other requests for counseling through the Remind app.

From Spring 2020, Student Services Counselors reported constant contact and documented action through: emails (60%), Google classrooms (10%), Remind (10%) and phone calls (20%).

ADDITIONAL SOCIAL-EMOTIONAL SUPPORTS BY THERAPEUTIC BEHAVIORAL STRATEGIST (TBS)

Therapeutic Behavioral Strategist (TBS) are social-emotional and mental health rehabilitative support providers (supervision provided by a Licensed Mental Health Clinician). To monitor and support mental health and social and emotional well-being of all pupils during the school year, TBS have implemented a comprehensive referral process school staff can access to connect students with mental health and social and emotional supports. The referral document contains identifiers to indicate areas of daily school functioning impacted, and severity of student need.

TBS collaborates with interdisciplinary team members which may include but not limited to principals, teachers, and counselors regarding student progress and additional needs as applicable. When a student has mental health needs that may be outside of the scope of practice for a Therapeutic Behavioral Strategist, consultation will be made with the Licensed Mental Health Clinical to consider referring to Tier 3 for support.

TBS provides Universal Supports to expose all students to Prevention and Intervention Social Emotional Learning. TBS will employ Prevention & Early Intervention Mental Health to promote resilience and connectedness. Selective Supports will be utilized to provide targeted interventions for specific needs of students utilizing individual and group settings.

Universal and Selective supports are offered to RUSD students and parents to promote healthy social emotional dynamics and positive relationships in the home setting. Parenting classes will aim to close the loop between social emotional learning students receive and ensuring parents are on the same page to facilitate continuity.

THERAPEUTIC BEHAVIORAL STRATEGIST (TBS) REFERRAL FOR SOCIAL EMOTIONAL SUPPORTS

Referral for TBS Social Emotional Supports are submitted to the therapist assigned to the particular school. When a referral is submitted electronically, an automatic computer generated response is sent out to the referring party confirming the referral was successfully submitted. The automatic response includes critical phone numbers for the referring party in case of a mental health crisis or child protective services emergency. Once a referral is received, TBS will work in collaboration with school staff to get student permission slip signed by the guardian. A copy of all signed permission slips are forwarded to the school site designee in charge of monitoring, and maintaining permission slips in a locked, confidential location. However, these strategists provide

universal support to all RUSD students and may not need a referral to provide support and services. Parent/guardian permission is still collected and maintained.

The TBS referral is not for crisis or emergency services. In case of an emergency school staff will follow their school site crisis and emergency protocols.

When TBS receives a referral that requires a higher level of need beyond TBS support, consultation will be made with the applicable EHT to consider Tier 3 support, and/or additional community based resources.

MONITORING OF STAFF MENTAL HEALTH

TBS will provide Professional Development workshops and training for teachers to assist with creating a Social Emotional Learning Classroom. Therapeutic Behavioral Strategist will provide training on approaches to identify social emotional needs, avoid punishing social emotional needs, supporting social emotional needs in the classroom, and linking students with appropriate social emotional supports.

TBS offers additional support for well being by connecting students, families, and staff to various community support agencies they may otherwise not be aware of or have access to. TBS provides the District with a Mental Health Prevention and Intervention Program. Therapeutic Behavioral Strategist coordinates a collaborative partnership with an array of Community Based Partners to offer free holistic and well being support to students, families and staff through workshops, informational fairs, and quality of life enrichment activities. Target areas include social, health, and recreation.

TBS UNIVERSAL SUPPORTS

Target Population includes all RUSD students. Supports include Social Emotional Learning Classroom Presentations; Social Emotional Learning – Self Regulation;

COVID-19 Pandemic (Global Health Crisis) – Self Regulation; Human Rights Protests (Racism is a Public Health Crisis) – Self Regulation; Psychoeducation Classroom Presentations; Schoolwide Enrichment Activities and Events; Community Building Forums; Collaborative Partnership Members as applicable; Wellness Center Support

Objectives of these supports and staff members:

- Minimize the impact of trauma related behaviors in response to the current crisis.
- Minimize the impact of trauma related behaviors in response to Distance

Learning.

- Provide students with the foundational skills to navigate day to day peer and adult interactions.
- Promote continued development of social skills and interpersonal skills in response to social distancing.

TBS SELECTIVE SERVICES

Social Emotional Learning Groups (Available to All Students)

- Social Emotional Learning focused on giving students the foundational skills needed to navigate through life (ie. social skills, interpersonal skills, etc.)
- Aggression Replacement Groups (Identified Individuals With At Risk Behaviors)
- Focus on Anger Management
- Therapeutic Behavioral Individual Services (Identified Individuals with Specific Needs)
- Behavior interventions tailored meet the specific needs of a student in an individual support format
- Self-Regulation Groups (Selective Service for Students Experiencing Adjustment Related Challenges)
- Focus on stress management, attention, and focus
- Parenting Workshops (Love & Logic)
- Focus on teaching parents positive parenting skills
- Collaborative Partnership Support Members as applicable
- Community Partners who provide an array of services and supports for students, guardians, and parents.

SPECIFIC POPULATION SERVICES

- Social Emotional Learning Groups (Available to All Students, with emphasis on African American students and EL students) -- Social Emotional Learning focused on giving students the foundational skills needed to navigate through life (ie. social skills, interpersonal skill, etc.)
- Self-Regulation Groups (Selective Service for Students Experiencing Adjustment Related Challenges, Emphasis on African American Students and EL Students)
- Parenting Workshops: Love & Logic (Emphasis on parents of African American Students and EL Students) -- Focus on teaching parents positive parenting skills

TIER III MENTAL HEALTH/SEL SUPPORTS

Tier III Mental Health/ SEL (Social Emotional Learning) outlines what will be done for a FEW students and occurs in the following areas:

INTENSIVE SERVICES INCLUDE THE FOLLOWING

- Tier III Social-Emotional Supports provided by licensed clinicians.
- Licensed Clinical Social Workers
- Licensed Marriage and Family Therapist

Emotional needs that have not responded to lower level tiers of support or needs cannot be addressed with lower level tiered interventions.

- Students receiving Education Educationally Related Mental Health Services (ERMHS) not engaging in Bridge Academy.

TIER III SERVICES

- Multi-Tiered Systems of Support framework will be implemented district wide to support students presenting with serious and complex needs in effort to coordinate and or deliver mental health treatment and or other related services such as clinical case management, case consultations, educationally related mental health services and crisis intervention.
- Clinical Case Management: assists students and their family in accessing mental health and social welfare related programs, facilitates coordination between the systems involved and links to community resources.
- Case Consultations: a collaborative meeting or series of meetings to problem solve, develop, monitor, and or modify a comprehensive assessment or individualized treatment plan or to review services and progress towards objectives.
- Educationally Related Mental Health Services: intensive therapeutic services that address a myriad of significant emotional and behavioral problems manifesting across settings for students who receive Special Education Services.
- Crisis Intervention Services: methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, and behavioral distress or problems.

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.

PUPIL ENGAGEMENT AND OUTREACH

Attendance will be taken each school day in the Student Information System (Synergy) by the student's teacher. If a parent notifies the teacher that the student will not be able to participate in learning activities for the day; reasons specified under EC 48205 will be used to determine if the absence is excused or unexcused. If a student does not participate in any learning activities for the day and there was no contact from the parent and/or student has not checked in with the teacher, the student is marked absent.

Participation includes evidence of participation in online activities, completion of regular assignments, completion of assessments, and/or contacts between district employees and pupils/parents or guardians.

The teachers will keep a record of each student's weekly engagement verifying daily participation and tracking assignments. The process to create these records was collaborative with stakeholders that included district staff, principals, and teachers. Elementary teachers will use a standardized google sheet for the weekly engagement record. Secondary teachers will utilize their gradebooks to track the amount of time required for each assignment in Synergy (SIS), which will include logging the minutes for live instruction.

The processes, listed below, will be in place during Distance Learning (Bridge Academy) and Hybrid Model as we transition back to a face-to-face, traditional model.

TIERED RE-ENGAGEMENT STRATEGIES

1. Teacher will make contact with the student/parent anytime a student has been absent and the parent did not attempt to notify the teacher/school.
2. School site will call and verify current contact information from parent/guardian (2 days absent).
3. School site will make personal calls to parents or guardians to notify/verification of absences (3 days absent or 60% of instructional days).
4. School site will reach out to parent to identify barriers or pupil needs (3 days absent or 60% of instructional days).
5. Schools will collaborate with Safety Interventionists to conduct home visits. If necessary, school site will submit a Home Visit Request Form to Child Welfare and Attendance (CWA).
6. School site will develop a plan to transfer the student to full-time in-person instruction after 6 days absence**(depending on model and phase of district instruction).
7. The district (CWA) will send out SART (School Attendance Review Team) letters (#1=3 unexcused absences, #2=6 unexcused absences, and #3=9 unexcused absences) in English and Spanish.
8. Schools will monitor attendance data utilizing Synergy attendance reports and CAR (Chronic Absentee Report) sent monthly to site admin from CWA.
9. Schools will hold SART (School Attendance Review Team) meetings with families that have received letter #3, virtually or in-person.
10. Schools can submit an AIM (Attendance Intervention Meeting) to CWA for families that have not displayed improvement since the SART
11. Schools can then recommend students to SARB (School Attendance Review Board) to CWA if student has not shown improvement from the AIM

12. Schools can submit a request for a Legal SARB if a student has not shown improvement since being placed on a SARB contract.
13. All re-engagement strategies/intervention meetings have the goal of identifying needs/barriers, providing support/options, hearing concerns, providing legal expectations, stressing academic impact of irregular daily in-person and/or distance learning attendance, etc. All meetings will be translated for those parents who speak a language other than English.
14. Talking Points, a communication application for multilingual communities, will be purchased to increase communication between schools and their English Learners. Parents have indicated that they prefer to receive texts in various surveys on a preferred communication medium. Talking Points allows for the school to send out a text in English which will then be translated into the primary home language that is indicated on the student information system. It also includes a quick polling feature to use when the school is gathering information.

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.

Meal distribution for all Rialto Unified students is provided free of charge as part of the Community Eligibility Provision (CEP). Distance Learning meal service will be provided at 15 school site locations utilizing a drive-thru “grab & go” meal. In addition the school site locations 15 bus stops will be serving meals throughout the district.

Beginning August 10, 2020, Child Nutrition will be serving meals two (2) times per week, Tuesday and Thursday.

Tuesday: Meals served to each student will cover breakfast and lunch for two days. Thursday meals will cover breakfast and lunch for three days.

Meal distribution times will be 11:30a.m. to 1:15p.m., serving families curbside at the following 15 school sites:

- Bemis ES – 774 E. Etiwanda Avenue, Rialto, CA 92376
- Simpson ES – 1050 S. Lilac Avenue, Rialto, CA 92376
- Frisbie MS – 1442 N. Eucalyptus Avenue, Rialto, CA 92376

- Kolb MS – 2351N. Spruce Avenue, Rialto, CA 92376
- Kucera MS - 2140 W. Buena Vista Drive, Rialto, CA 92377
- Rialto MS - 1262 W. Rialto Avenue, Rialto, CA 92376
- Eisenhower HS – 1321 N. Lilac Avenue, Rialto, CA 92376
- Rialto HS – 595 S. Eucalyptus Avenue, Rialto, CA 92376
- Casey ES - 219 N Eucalyptus Ave, Rialto, CA 92376
- Dollahan ES - 1060 W Etiwanda Ave, Rialto, CA 92376
- Dunn ES - 830 N Lilac Ave, Rialto, CA 92376
- Garcia ES - 1390 W Randall Ave, Colton, CA 92324
- Myers ES - 975 N Meridian Ave, Rialto, CA 92376
- Jehue MS - 1500 N Eucalyptus Ave, Colton, CA 92324
- Carter HS - 2630 N Linden Ave, Rialto, CA 92377

Partnering with transportation meal distribution will also take place at the following 15 bus stops:

- Mobile Home Park – San Bernardino: 243 N Meridian
- Mobile Home Park – San Bernardino: 2505 Foothill Blvd
- Manor – San Bernardino: 3rd and Macy
- Community – San Bernardino: Penn Back Gate
- Apartments Village Green – San Bernardino: 2122 Chestnut St / 2250 Chestnut St
- Mobile Home Park – San Bernardino: 222 S. Rancho Ave
- South Rialto: 2069 W San Bernardino Ave (NE corner of Sycamore & San Bernardino)
- South Rialto: NE Willow / Miramonte
- Fontana: Walnut Grove / Mango NE
- Fontana: Walnut Village Pkwy / Acacia NW
- Lytle Creek: Various Stops (Call for more info)
- Rosena Ranch: Sycamore Creek / Perilla NW
- Mobile Home Park – San Bernardino: 2151 W. Rialto Ave / 2075 W. Rialto Ave
- Mobile Home Park – San Bernardino: 2160 W. Rialto Ave / 2260 W. Rialto Ave
- Mobile Home Park – San Bernardino: 201 S Pennsylvania Ave

SUMMARY OF MEAL SERVICES DURING IN PERSON INSTRUCTION

Once in-person instruction resumes the meal service model will adjust to meet the needs of our students.

MEAL SERVICE PROCEDURE

- Breakfast will be provided in the classroom for all students during in-person

instruction. Meals will be individually packaged and will allow for quick service. For students not on campus a drive-thru meal pick up system will be utilized similar to that during distance learning. Exact school sites to be used and how service of meals will happen will need to be determined once details of in-person instruction are known.

- Daily lunch will be provided by working with individual school sites to identify a plan that will safely and effectively feed all students wanting to eat on campus. This may include a lunch in the classroom program, multiple lunch periods (limit crowds into the cafeteria) and grab-n-go stations around campus.
- All meals served on campus or via a curbside distribution must verify student enrollment in the Rialto Unified School District.

SPECIAL MEAL ACCOMMODATION PROCEDURE

- Special meal accommodations (allergies/medical) can still be provided to students who have a signed medical statement on file.
- Parents/guardians of students with meal accommodation will need to contact the Child Nutrition office and arrange for meal pick-ups.
- Meal Preparation
 - Elementary schools - Meals will be prepared by the Central Kitchen then will be distributed to elementary schools prepared and ready to serve.
 - Secondary schools will receive items directly from vendors and prepared on site. Meals are bagged based on meal service day (chart above).

The use of MPR's (Multipurpose rooms) will be needed for the storage of excess supplies as it relates to meal distribution and extended workstations to allow for proper social distancing.

STAFFING

Child Nutrition staff will be working contracted hours and scheduled depending on site need. Staff may be working at various sites depending on demand for meal services (meals per labor hour). Staff hours may change.

Kitchen staff is required to follow all safety policies and procedures daily such as temperature checks, daily health questionnaire, and wearing a mask.

SAFETY

Staff will be adhering to normal district and department safety protocols as well as COVID related safety practices. All staff are required to complete annual mandatory

training given by Keenan and Personnel.

Additional Actions to Implement the Learning Continuity Plan

Professional development will be offered to staff in a variety of topic to support students' social emotional health. Topics include: Unconscious Bias, Restorative Practices, PBIS, Trauma Informed Classrooms, etc.	\$100,000 Yes to contributing
Mental Health and Social and Emotional Well-Being	\$100,000 Yes to contributing
Mental Health and Social and Emotional Well-Being Tier 2 Mental/Emotional Health support will be provided to students based on the Crisis Response flow chart established by the District. The item is contributing to lower socioeconomic, foster youth, or EL; given that the special education item, when clarified, is part of the	\$2,433,163 Yes to contributing

<p>funds that encroach on the general budget and this service is for all students. The service is not only for students with an IEP.</p>	
<p>Pupil Engagement and Outreach Teachers, Administrators, Attendance Clerks, Child Welfare & Attendance Staff and Safety Intervention Officers will work together to monitor attendance, communicate with homes, conduct home visits and any other action required to identify and remove any barriers to students learning.</p>	<p>\$7,931 Yes to contributing</p>

Increased or Improved Services for Foster Youth, English Learners, and Low- Income Students

Percentage to Increase or Improve Services	Apportionment based on the Enrollment of Foster Youth, English Learners, and Low Income students
34.84%	\$72,360,295

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.

Over 20 % of students in the Rialto Unified School District are classified as English learners. English learners have especially felt the impact of the COVID pandemic by losing English language exposure and supports that were part of their everyday schooling experience. Language practice during distance learning has also been a challenge because student interaction and collaboration have had to be retooled. Teachers will use student support time to ensure that English Learners have the support they need to be successful within their academic content. Professional Development for teachers will be centered around the active use of language by students in each domain within all content areas. Digital tools purchased will also be focused on the development of language skills and will be used to complement core content.

Rialto Unified School District's Foster Youth make up approximately 1% of district enrollment. Foster Youth in the district felt the impact of the pandemic by losing the consistency that was provided in the daily regimen of the school schedule and face-to-face contact with individuals who provided support academically, socially, and emotionally at the site. In order to intentionally meet the needs of foster youth, the district has four PBIS Counselors who are assigned to serve as "case carriers" for all foster youth. These counselors were an integral part of assessing the needs, conditions and circumstances that were unique to their particular caseload of students. They are principally directed and effective in ensuring that each foster student has appropriate devices, connectivity and materials. They maintain regular contact with each foster youth, family and school support staff. School supplies, backpacks and community resource information was provided to each foster youth in the district by members of the district's Child Welfare and Attendance department.

Foster Youth will have priority enrollment in the After School Educational Safety (ASES) grant-funded THINK Together program. These services will be offered at 18 elementary schools and 5 middle schools. Based on student data used to assess "learning loss", and in collaboration with site administrators and parents, approximately 80 students per school will be identified to receive homework/tutoring assistance as well as enrichment activities to include field trips (when possible) and tutoring.

Sites have been designated support funding from LCFF (Local Control Funding Formula) to provide specific targeted support to identified Foster and McKinney-Vento students. The money can be used to pay teachers extra duty to provide tutoring outside of the designated school day which helps address pupil learning loss.

For students who are socioeconomically disadvantaged, targeted support will be provided in the form of tutoring in a small group and individual setting. In addition

training will be planned and provided, beginning during the 2020-21 school year and continuing, in the areas of developing cultural and linguistic responsiveness (CLR) throughout the district. CLR is validating and affirming the home culture and home language of our students for the purposes of building and bridging their pathways to academic success. Cultural and linguistic responsiveness is being implemented this year as a pilot program at Werner Elementary through the support and use of CSI (Comprehensive School Improvement) funds. A teacher at each grade level has been selected at this school to use materials and receive training as to how to best deliver this type of instruction so as to inform practices in Rialto Unified to reach other schools and other age levels with similar materials and teacher training.

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

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention.

The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID-19 on their learning and well being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through systematic review of needs assessments and academic assessments that are outlined in the Pupil Learning Loss section, actions related to the following will ensure students are on-track to succeed this school year. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and Bridge Academy (Distance Learning Module). Since the digital divide was made apparent during the end of the 2019-2020 school year, the district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at promise to reach grade-level proficiency.

In particular, students identified with high needs will receive tutoring support both during and outside of the school day. In addition, professional development will continue to be held to support teachers in reviewing students' needs and providing differentiated instruction in both Bridge Academy and Hybrid models.

School sites have identified foster youth and low income students who are in need of

academic support items and were principally directed and effective in providing specific additional resources such as desks and headphones, and are taking the steps to supply these items to the families.

The following actions are principally directed to support the educational experience of students from low income households, foster youth, English learners, and other targeted subgroups. These services are all above the base program and are provided to all students; currently our combined numbers of these counts is at 88%. Therefore, many of these practices are implemented district-wide and with all students.

Moreover, our school with the lowest rate of unduplicated counts is 69.1%. As these percentages demonstrate, the majority of Rialto Unified School District's pupils are identified as either low income, English Learner, or Foster Youth; and as these pupils are enrolled proportionately throughout the district, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to enhance educational services to these students in all of the four district's schools in a district-wide manner. As previously stated, all schools – and those students representing unduplicated counts – are served with district wide initiatives.

DISTRICT-WIDE

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF ENGLISH LEARNERS

- In support of the district's English learners, the District will continue to provide training and implementation support for teachers in EL Strategies and SIOP (Sheltered Instruction Observation Protocol).
- The District will maintain 63 bilingual instructional assistants to support the primary language needs of the growing number of English learners at the beginning levels of English proficiency. This support continues during distance learning and the hybrid model.
- Over 125 teachers were trained in EL Shadowing Protocol. Based on a review of data, focus during 2018-19 was with dually enrolled students, those identified as an English learner as well as for Special Education services. This training continues to be integrated into distance learning and hybrid model and is extended to other focus groups through "Student Shadowing Protocol".
- The English Learner Programs department and the assessment center provide vital support in identifying proper placement of English learners and providing the proper program of instruction to ensure their academic success.

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS

Increase student use of technology by providing technology support using the Common Core State Standards K -12 Technology Skills Scope and Sequence, Keyboarding and Digital Citizenship. The District will provide classroom devices and specialized staff to give each student the opportunity to apply skills to their lessons.

- Enrichment programs in Visual and Performing Arts, Music, Sports, and Academics are important in keeping Rialto students engaged in their education. These activities reinforce academic rigor, endurance, and develop other essential skills that supplement their education.
- Over 600 4th and 5th grade students participated in the elementary music program, maintaining a GPA of 2.0 (or higher) to participate; to support all instrumental music programs, over 2,000 district owned instruments are cleaned, repaired, and distributed to students.
- During 2020-21, Elementary VAPA teachers service all 1st - 5th grade students with online lessons and activities in the areas of art, music, and drama.
- Libraries are staffed with professionals to ensure socioeconomically disadvantaged students not only to have access to academic resources but to encourage a love for learning. Rialto school library media technicians are checking out books teachers as well as students when needed to support core literature.
- The District provides Home to School transportation at no cost to qualifying students because it recognizes that in Rialto's low income communities there may be situations that make their commute to school unsafe. In addition, Home to School transportation ensures that students have a reliable mode of transportation to school and removes some of the logistical barriers that may cause a student from a less affluent area to be chronically absent.

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF ENGLISH LEARNERS AND SOCIOECONOMICALLY DISADVANTAGED

- Instructional Assistants will be provided in the classroom to Socioeconomically Disadvantaged, English learner, and Foster Youth students to target needs and supplement core first instruction in a small group or one-on-one setting.
- The District will provide 19 Elementary Strategists who will model effective instructional strategies through professional development for all classroom teachers and provide intervention for students in academic need. In addition, these strategists provide online, small group instruction to students based on need.
- The District will provide 19 Secondary Coaches in ELA, Math, and ELD to provide intervention services and monitoring targeted students' progress and

recommending resources to ensure students' academic success for all students – including English learners, Foster Youth, and Socioeconomically Disadvantaged. In addition, some coaches provide small group, supplemental instruction to at risk students.

- Based on review of data and no significant increase in ELA and Math at the secondary schools, the model of delivery by these Strategists will change from an intervention model where approximately only 75 students were impacted per school year to a 100% coaching model for 2019-20.

- Instructional staff will be provided with professional development to ensure they remain highly qualified in order to best serve English learners, Foster Youth, and Socioeconomically Disadvantaged Students. This professional development will include: New Teacher Induction Program, Peer Assistance and Review, Instructional Technology in the Classroom, Diagnostic Program Assessment and Analysis of Results, Lesson Design and Assessment with Evidence Based inquiry, Student Equity, supplemental content trainings in ELA, Math, Science and CTE.
- Intervention programs in support of English learners, Foster Youth, and Socioeconomically Disadvantaged will be offered for ELA and Math. These programs are designed to provide these students the opportunity to improve their academic skills and decrease performance gaps and deficits.
- A robust program of mental and physical health assistance has been implemented to ensure the District's addresses the whole student's needs. The District has invested in these programs to eliminate any barrier to learning that a student may encounter as a result of their condition and these programs are provided online and in person.
- In order to create a positive, safe and engaging learning environment for students in the Rialto community, the District employs Safety & Security staff outside the school site to provide vigilance and support across all District campuses.
- A centralized home visitation team works closely with the Attendance Specialists/ Clerks to ensure our students are present and in class to maximize their learning.
- Parent engagement opportunities have been revisited to meet the needs of our low income community that may hold several jobs, speak limited English, or have limited positive interactions with the schools. The District Registration

Center was reinstated to ensure parents have access to all the pertinent information to matriculate their students in the correct programs to allow their students to thrive in school.

- The centralized registration center has allowed approximately 4800 students/parents to engage with RUSD at one location to access supports such as: enrollment, homeless & foster resources, special education placement, health services needs, language assessment needs, transfer and school placement support.
- Increased funding has been provided to ensure all school sites' aesthetics provide students with a safe, secure, healthy and comfortable classroom environment conducive to learning when students return to campus.

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF ENGLISH LEARNERS

- The District will continue the Dual Language Immersion Program at 4 elementary schools (Boyd, Kelley, Morris, Garcia) to develop a pathway to the Seal of Biliteracy, honoring and supporting student's primary language and development of a second, with the hope to expand to other schools.

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF SOCIOECONOMICALLY DISADVANTAGED

- The District will provide career themed pathways (Linked Learning, CTE, Thematic) at the high schools (Carter, Eisenhower, Rialto, and Milor) since many of our unduplicated students are socioeconomically disadvantaged. Each high school will provide a Career Center to give students access to career and college information to shape their education plan. In more affluent areas, students would have access at home or in the community to such avenues; therefore, to provide greater access and equity, they are offered in district at each of the high schools.
- The District will offer differentiated instruction to provide students of diverse interests the opportunity to explore Career Technical Education or College Readiness courses.

PRINCIPALLY DIRECTED AND EFFECTIVE IN MEETING THE NEEDS OF ENGLISH LEARNERS, FOSTER YOUTH AND SOCIOECONOMICALLY DISADVANTAGED

- An Early Education program gives students access to social, emotional, and academic skills that may not be easily accessible in the homes of English

learners, Foster Youth, and Socioeconomically Disadvantaged students.

- The high schools have lower class sizes in their remediation classroom in order to allow for targeted assistance required of English learners, Foster Youth, and Socioeconomically Disadvantaged students.
- Lower class sizes were implemented in the elementary schools to boost academic performance of English learners, Foster Youth, and Socioeconomically Disadvantaged students.