

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reed Union School District	Dr. Nancy Lynch Superintendent	nlynch@reedschools.org 415-381-1112

General Information

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

The impact that COVID-19 has had on our district educational programs, operations and community has been assessed on an on-going basis. All students were provided an iPad and internet access (when needed) to participate in the distance learning program. In Spring 2020, a RUSD at Home website was established to provide daily schedules and lessons to students that accommodated flexibility for students who participated in synchronous and asynchronous lessons and assignments with the complement of adaptive learning apps. Starting in Fall 2020, we began to utilize synchronous instruction through Zoom, teacher websites, and various learning apps to provide instruction to students. We know that distance learning was a challenge for families across our nation and RUSD families and teachers had the same struggles. We provided a supervised environment for a small group of middle school students who were disengaged last spring so they were able to successfully participate in the distance learning program. The Learning Continuity and Attendance Plan for 2020-21 has been developed with student, teacher and parent feedback, adherence to Public Health guidelines and orders, as well as Senate Bill 98 and Assembly Bill 77 requirements. Surveys conducted last spring played a large role in developing a program that more closely meets the needs of all students and keeps them more fully engaged throughout the day.

The Reopening Schools Sub-Committee began meeting at the end of June, and then expanded to include parents and community partners on July 23rd to review plans and provide additional input on our Safely Reopening Schools Plan, Phases of Reintroduction to in-person learning, and hybrid models that include in-person attendance and distance learning.

Stakeholder Engagement

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

Parent surveys were administered during the 3rd week of distance learning last spring. The feedback was used to make significant changes to the program following the spring recess. At the end of the school year, we surveyed students, teachers, and parents again to gain information on the successes and areas for improvement in the distance learning program. The Reopening Schools Committee, composed of a diverse group of stakeholders, including parents, classified staff, certificated staff, and administrators worked to thoughtfully develop plans for reopening school using the 30-point guidance from Public Health. A distance learning model (which was required for reopening schools in August due to Governor and Health Department guidelines) and two hybrid learning models were developed. Coffee chat meetings with the superintendent were held in the spring and in August to gain feedback from parents and to provide an opportunity for response to questions. Collaboration and input from Reed District Teachers Association and California School Employees Association has continuously guided our process and protocols.

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

Community members have ongoing opportunities to share opinions and perspectives during the open comment portion of each board meeting. The Board consistently extends the duration of open comment to ensure that every community member wishing to speak is granted the opportunity.

Following physical school closures on March 16, 2020, all special and regularly scheduled Board of Trustee meetings have encouraged public attendance through dial-in numbers to virtually attend Board meetings and the opportunity to provide public comment. Beginning on July 27 the Board meetings were recorded and posted to the District website, and on August 6 the public was provided a link to view meetings when the district transitioned from Google Meet to the Zoom platform. District meetings held with the public have continued using both Google Meet and Zoom, such as the Reopening Schools Committee, Parent orientation meetings, and coffee chats. At the middle school the principal held a coffee chat and elementary schools hosted Back to School Nights, all via the Zoom platform.

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

Parent and community members participated in the Reopening Schools Committee to review safety, distance, and hybrid learning plans that were developed by staff. Recommendations from community members included: request for the District to provide clear guidelines to parents on when they should keep students home from school if they are not feeling well; use of pop-up covers and tents to more fully utilize outdoor spaces; collaboration with the town if additional learning spaces are needed; clarification of how students will learn on their remote learning days in a hybrid model; and placement of bike storage at each of the several entry/exit locations on campus; and hiring additional crossing guards if needed. Safe Routes to School and community partner programs will collaborate with the district in each phase of schools

reopening. After a thorough review of possible options, the committee felt that having students attend school two days/week for a longer period of time was a safer and more efficacious option.

Surveys administered at the end of the 2019-20 school year to assess what worked well and areas of improvement in the distance learning program helped to guide our program modifications for the fall. Students in 3rd-8th grades wanted more small group time with their teachers. Seventy-six percent of students felt they were able to stay connected with their teacher. Sixty percent of students indicated that they spent 3-5 hours per day on their schoolwork, while 17% said they spent 5 or more hours on their assignments. Feedback indicated that parents wanted students to have more instructional time with teachers as well as opportunities for small group learning. Parents also indicated the need for more consistent feedback on student progress and achievement. Although parents found the asynchronous lessons beneficial to students, feedback indicated that both parents and students wanted greater live interaction with the teacher. Teachers responded that they needed more training in curriculum design for online learning and additional materials and supplies to use when conducting lessons from home. Most teachers indicated that they were able to adequately continue their educational program and that students were able to meet learning goals.

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

Stakeholder input influenced many aspects of our Learning Continuity and Attendance Plan. Student and parent surveys informed the decision to provide students more live instruction and interaction with teachers during the instructional day. The Memorandum of Understanding (MOU) between RUSD and the Reed Teachers Association (RDTA) specifies that teachers of grades K-1 will provide no less than 2 hours of live instruction/interaction with their students each day, while teachers of grades 2-8 will provide no less than 3 hours. This time is composed of whole class and small group instruction. Teachers provide on-going and specific feedback to students through live Zoom interaction, Seesaw, Google Classroom, ALMA at Del Mar, and other mediums. Students have a daily schedule with designated learning blocks at each grade level that provide accountability and structure.

MOU agreements negotiated with our labor partners have contributed to the creation of our plan, as well as incorporating requirements of Senate Bill 98 and Assembly Bill 77.

The Reopening Schools Committee identified needed safety protocols aligned with Public Health guidance for reopening schools as well as the Phases of Reintroduction to school plan, and the distance learning and hybrid models for instruction. The expanded committee which included parent and community partner representatives reviewed the plans and made a number of recommendations including a request that the district provide clear guidelines for parents to follow to know when to keep their child home from school when ill. District nurses created a Student & Family COVID-19 Handbook which includes essential information for parents and students to ensure everyone returns to school safely. Additionally, suggestions to utilize outdoor spaces for instruction; recommendations to clearly develop a structure and schedule for students learning remotely during the hybrid model; childcare options provided by The Ranch; and providing thermometers to socio-economically disadvantaged families if needed.

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.]

Our team of special education teachers, nurses, psychologists and administrators have made plans to bring a small cohort of students into the classroom who receive specialized education services within a special day class setting while the District is still in a distance learning model. Last spring Del Mar invited 12 middle school students who had disengaged from distance learning to come on campus in a supervised setting to successfully participate in the program. The effectiveness of this pilot program last spring and guidance from the California Department of Public Health has made this accommodation possible for students at greater risk of experiencing learning loss due to future school closures.

Our Phases of Reintroduction Plan provides direction on how students will transition to classroom-based instruction from distance learning. This 5-phase plan begins with distance learning in phase 1, then bringing students on campus in a hybrid model of split stable cohorts in phase 2 that resemble the ratios of pilot programs in the spring and summer camps. Students will attend in person two days per week and learn remotely 3 days per week. This period of transition is intended to provide an opportunity for students to re-engage in school in smaller groups, attend in person for 4 hours per day, and to learn and practice safety protocols. Phase 3 of the plan is still a hybrid that returns all students to class for 4 hours per day and 5 days per week, where students continue to complete assignments at home. Phase 4 allows for more teacher interactions between stable cohorts which would allow students to attend in person for the full school day. Phase 5 is when schools can return to the regular schedule with no Public Health guidelines or restrictions.

All students are assessed in the fall using Measures of Academic Progress (MAP) in elementary grades and Study Island in middle school, and then these benchmarks are administered twice more during the year. Additionally, teachers use curriculum embedded and designated assessments including running records to determine student's achievement levels to gain baseline and progress data on students. The use of multiple measures for assessment provides data that informs instruction and identifies students in need of additional interventions and acceleration to meet grade level expectations. Differentiation occurs in the classroom through Tier I interventions and learning programs that individualize to the student's specific learning needs. Intervention specialists and instructional aides at each school provide necessary Tier 2 services to students that supplement those received in the classroom. The specialists also collaborate with classroom teachers to suggest scaffolded supports that will support these students further in the classroom.

Each school has developed a Site-Specific Protection Plan that was grounded in the work of the Safely Reopening Schools Plan created by the Reopening Schools Committee. This plan follows the 30-point guidance of Marin Public Health officials to ensure students and staff can return safely to school. The plan addresses cleaning and disinfecting measures, the use of EPE/PPE by staff, the proper use of face

coverings by all individuals, hand washing schedules, physical distancing protocols, set up of the physical classroom, designated learning and lunch spaces, and traffic patterns, and tiered entry/exit procedures. Staff and students/families will be provided instruction on these practices prior to reporting to campus. Daily health screening for COVID-19 symptoms are conducted daily through our Actionaly platform.

Tutoring for low-income, foster youth and EL students will be provided as needed.

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

Description	Total Funds	Contributing
Essential and Personal Protective Equipment	26905	No
Signage, plexiglass, hand washing stations, hand sanitizer stations	34920	No
Tents and pop-up shelters for outdoor learning	38175	No
Hotspots and iPads for students and instructional aides	35000	Yes
Professional development to address learning loss	40000	Yes
Additional hours for planning and collaboration related to Reopening Schools Committee	20000	No
Hire of additional teachers and classified staff members	214375	Yes
Tutoring for low-income, foster youth and EL students as needed	30000	Yes

Distance Learning Program

Continuity of Instruction

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

The Reopening Schools Committee developed daily schedules that will easily transition amongst distance learning, blended hybrid models, and full return of students to school campus. Instructional blocks for core academics and specialist and elective programs are maintained in each phase of reopening. Through live virtual daily instruction and engagement, teachers are providing lessons to students that replicate what students would be learning in the classroom during distance learning using adopted curriculum. Through the use of adaptable learning apps, students receive individualized and consistent practice, reinforcement and acceleration in ELA and math. These apps are used whether in the distance learning program or in-person learning models. Benchmark and curriculum embedded assessments track student progress in distance learning as they do when students are in the classroom. Students receive a daily schedule that includes links to engage in their learning blocks with teachers and specialists. School sites made arrangements for families to pick up essential materials, including textbooks, workbooks, iPads and related technology, and school supplies, that are utilized while in distance learning and hybrid learning.

Meeting the requirements of Senate Bill 98 and Assembly Bill 77, the instructional program is also defined in the Memorandum of Understanding with the Reed Teachers Association (RDTA) which includes the following agreements:

- All content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- All certificated instructional staff shall provide students no less than three (3) hours in 2nd-8th grades and no less than two (2) hours in kindergarten and 1st grades, of live daily interaction/instruction with students as part of their full instructional day. In addition to receiving these minimum hours with their classroom teacher, students also receive additional live interaction/instruction with their specialist and elective teachers.
- Evidence of daily student participation in distance learning shall be obtained using: evidence of participation in online activities; completion of regular assignments and/or assessments; and contacts between employees of the District and pupils or parents or guardians.
- District staff shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
- Classroom teachers shall regularly communicate with students, parents, and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

For students participating in the Extended Distance Learning Program (ExDL), due to being medically fragile or because families have opted into a year long distance learning program because of concerns about returning to school during the pandemic, we have created a multi-age program that is supported by an RUSD teacher at each school. The students access a specialized on-line program that provides initial lessons and instruction in core academic subjects and elective programs. The teacher then monitors students' progress in the program,

provides additional instruction, and supports students in multi-age and grade level specific settings. Students also participate in District social emotional learning curriculum, elementary specialist programs, and select middle school electives.

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.]

Each site offered and distributed iPads to all students in spring of 2020. Hotspots were provided to families in need, so they were able to access distance learning on the first day of physical school closures. Families were given the opportunity to keep devices throughout the summer. Before the onset of the 2020-21 school year, iPads were distributed to all newly enrolled students at each school site. Office staff tracked iPad distribution and contacted any families if the device was not picked up.

Student iPads utilize internet filters that protect students from accessing inappropriate content. Students only have access to apps provided by the district for educational purposes. Students are able to easily access apps and programs that are used during the regular instructional day. All students also received headphones, a stylus pen, school supplies, and curriculum and materials to equip them for distance learning prior to the first day of school.

District staff provided virtual training to parents on how to navigate digital platforms and how to request support by emailing help@reedschools.org if they have questions or need help throughout the course of the year. Prior to the first day of school, all students and parents were provided all necessary Zoom links to access synchronous classes. In addition, parents have been invited to receive daily/weekly Google Classroom updates on their child's work submission at the middle school level.

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.]

In accordance with Senate Bill 98 and Assembly Bill 77, the district has developed a program in collaboration with teachers to ensure that students' needs are met. Daily schedules for students in elementary grades include live instruction and interaction during assigned learning blocks from 9:00 - 1:45 daily in the distance learning model. The middle school distance learning day is scheduled from 7:50 - 3:00, with assigned live instructional periods, office hours, and independent learning blocks.

When students return to campus in phase 2 of the hybrid model of the Phases of Reintroduction plan, they will attend in person two days a week for 4 hours each day, and then continue working on assignments in the afternoon. Students will continue with distance learning the other three days of the week.

All certificated instructional staff shall provide students no less than three (3) hours in 2nd-8th grades and no less than two (2) hours in kindergarten and 1st grades, of live interaction/instruction with students as part of their full instructional day every day. Assigned work and activities augment this time to measure the time value of pupil work.

District staff shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Evidence of daily student participation in distance learning shall be obtained using evidence of participation in online activities; completion of regular assignments and/or assessments; and contacts between employees of the District and pupils or parents or guardians. The use of benchmark assessments, learning apps, and teacher evaluation of student work will measure students' progress toward grade level expectations.

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.]

Teachers, administrators, and support staff received professional development through District led sessions that occurred over 4 days prior to the start of the school year. Titles of the sessions provided were: Intro to Zoom (since we transitioned from Google Meet that was used last spring), Teacher Intro Video Production & Weekly Schedule Training, Digging Deeper into Zoom, Intro to Google Classroom or a Google Classroom Refresher, Teacher Video and Schedule Creation, and SeeSaw Refresher. All training provided were on technology tools that teachers will use on a daily basis during distance learning. Teachers on Special assignment will also provide professional development to teachers on effective distance learning practices founded in the research of Fisher, Hattie and Frey based on their book the Distance Learning Playbook, as well as other research based practices.

Help@reedschools.org is a consistent platform that teachers and parents use throughout the year to receive immediate and timely support when they have technical issues. Our two Teachers on Special Assignment provide on-going and targeted professional development for teachers in large, small, and individual groupings to meet teachers' needs.

Additionally, many teachers, staff and administrators attended a Zoom Academy sponsored by Zoom and received certification.

Staff Roles and Responsibilities

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

To ensure compliance with the 30-point Reopening Schools Safety Guidance provided by Marin Department of Public Health, all staff have additional roles and responsibilities to ensure the health and safety of everyone in our schools. Staff will conduct temperature checks at the beginning of each day during the first weeks that students return to campus, and then additionally confirm that staff and students have conducted their daily health screenings prior to arriving at school or the work site using the platform Actuality.

Our technology department has created numerous systems that enable us to conduct these screenings each day. Since students cannot gather or mix with other cohorts, staff will be responsible for delivering lunches to the classrooms or designated eating areas. Everyone is responsible for disinfecting high touch common area surfaces such as microwave ovens, copy machines, etc. after personal use. Nurses have established quarantine areas for individuals demonstrating symptoms of COVID-19.

Maintenance and Operations workers will continue to fabricate plexiglass barriers for tables and workstations, as well as conduct numerous other upgrades, installations and modifications at school sites to accommodate safety measures. Custodial schedules have been modified so that 2 full time custodians work during the day to primarily clean and disinfect high touch surfaces throughout the day. The evening custodian will conduct deeper cleaning using new equipment for classroom and restroom disinfection.

School Custodians may be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to electrostatic/fogging (provided equipment and instruction are available); assist in distribution of meals to students in classrooms.

Three teachers have been assigned to the Extended Distance Learning program (ExDL) for the year to support students who are medically fragile, or students whose families have concerns about the safety of returning to school during the pandemic. The speech pathologist and other staff who would need to provide services at more than one school will provide services remotely.

Certificated staff will provide students synchronous (live) instruction five days per week during distance learning. A combination of in-person and synchronous instruction will be implemented during hybrid instruction. Asynchronous methods may be used to supplement instruction. Classified staff will provide synchronous support to students as applicable.

Negotiated agreements also include duties such as the following for teachers: If equipment must be shared between students, the equipment shall be cleaned and disinfected between uses. If students need to move to other workspaces in a classroom, the space should be properly cleaned before and after its use.

QR codes have been placed at the entrance of rooms and classrooms to track the number of people entering a space. This will aid in contact tracing should we need to track adults or students.

For classified staff members:

Instructional Aides/Classified may be asked to help wipe down and disinfect items within the classroom on a regular basis in order to maintain cleanliness- this does not include mopping, vacuuming, or other custodial tasks; perform temperature checks of students, log and report the same; accompany students who must leave the classroom to go elsewhere on campus, meet with a parent for early pickup, and bio-breaks; assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet); assist in distribution of meals to students in classrooms.

Information Services Assistant / Executive School Secretary may be asked to record and maintain data associated with COVID-19 related wellness checks; communicate with parents regarding student's wellness including but not limited to timely completion of required health surveys, and/or omissions and/or clarifications related to information supplied in required health surveys; correspond regarding COVID-19 tracking and/or quarantines necessitated by potential exposure to COVID-19.

Health specialists may be asked to conduct wellness checks of students and/or staff who are placed in isolation during a school day; monitor isolation room(s); communicate with parents about the current health of their student(s) who are on campus.

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.]

Classroom teachers, ELD intervention specialists, Tier 2 intervention specialists, and instructional aides will continue to provide weekly support to our English language learners, students who receive specialized services, and/or our students who receive intervention support during a regular school year.

Classroom teachers, intervention specialists, special education teachers, principals, and psychologists will continue to reach out to English learners and students with exceptional needs and their families to ensure they are not experiencing barriers to accessing the distance learning program. Special day and resource teachers and instructional aides are meeting with students daily for instruction and support in meeting their Individual Education Plan (IEP) goals or English language progress and grade level expected outcomes. Lessons are delivered individually or in small group format. English learners receive integrated language support through utilizing the adopted ELA curriculum and scaffolded strategies through their classroom teachers' lessons, as well as designated program lessons and small group support provided by the EL and intervention specialist teachers. RUSD has ensured that low-income students have access to their school issued iPads and secured hotspots for internet access to remove any barriers when engaging in the distance learning program. We do not currently serve any foster youth or homeless students, however, would provide similar academic support to those students. Students with exceptional needs in the Special Day class setting will receive priority in returning to classroom-based instruction 5 days per week.

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

Description	Total Funds	Contributing
Professional development costs for teachers, administrators and support staff	40000	No
Replacement and purchase of additional iPads and computers, headphones and stylus for each student, hotspots	35000	Yes

Description	Total Funds	Contributing
School supplies and materials for all students to use in distance learning	100000	No
Online curriculum	65000	No
Zoom subscription	10900	No
Overtime hours for training and planning	20000	Yes
Additional teacher and support staff positions	214375	Yes

Pupil Learning Loss

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

Students will be assessed to determine current levels of achievement utilizing multiple measures. Measures of Academic Progress (MAP) benchmark assessments will be given to elementary students 3 times during the year to monitor growth and expected learning targets in reading and math. Students in middle school will be assessed 3 times during the year using Study Island benchmarks in ELA, math and science. English language learners will be assessed using the ELPAC to assess current levels of language acquisition and fluency. Running records, curriculum embedded assessments, local assessments, and learning apps will be used to assess current achievement levels. Outcomes will be used to design targeted instruction to accelerate student learning in areas of need. All students will benefit from Tier 1 of Response to Instruction and Intervention strategies in their classroom. Based on data from assessments, some students will receive Tier 2 interventions which may include additional targeted support from the intervention specialist program to accelerate the students learning. Students may also be required to attend office hour times during distance learning at Del Mar to receive extra support. Students receiving Tier 3 interventions will be given support from the learning specialist and instructional aides to meet their individual learning goals as found in their Individual Education Plans (IEP). English learners will receive integrated language support through utilizing the adopted ELA curriculum

and scaffolded strategies through their classroom teachers' lessons, as well as designated program lessons and small group support provided by the EL and intervention specialist teachers. Teachers may also use learning sprints in order to provide short term interventions that are targeted to students identified needs.

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.]

All students will benefit from Tier 1 instruction and intervention strategies in their classrooms. Based on data from assessments, some students will receive Tier 2 interventions which will include additional targeted support from the intervention specialist program to accelerate learning. Students receiving Tier 3 interventions will be given support from learning specialists and instructional aides to meet their individual learning goals as established in their Individual Education Plans (IEP). English learners will receive integrated language support through utilizing the adopted ELA curriculum and scaffolded strategies through their classroom teachers' lessons, as well as designated program lessons and small group support provided by the EL and intervention specialist teachers. Low-income students will be provided with additional materials, tutoring, and resources needed to address learning loss. Teachers may also employ learning sprints in order to deliver short term interventions that are targeted to students identified needs. Professional development focused on acceleration strategies will be provided to teachers and support staff. All students will use adaptive apps in ELA and mathematics that will target specific areas of need and repeated practice. Every effort will be made to maintain continuity for students with exceptional needs in the special day class to attend school in person every day to receive the specialized services and support that they need to accelerate learning. The district does not have any students who are experiencing homelessness or are foster youth, however targeted and appropriate strategies would be used with these students to address learning loss.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of learning loss strategies will be determined by monitoring student progress using multiple measures to assess growth in targeted areas. Pre-test data will be used as a baseline to track student growth and achievement using benchmarks, curriculum embedded assessments, local assessments, and other standard assessments which will inform future instruction. When learning sprints are used to accelerate learning, teachers will measure whether students' expected outcomes were achieved as a result of targeted interventions, and if not, they will work in their teams to develop new targeted supports and interventions.

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

Description	Total Funds	Contributing
Professional development in acceleration strategies	19455	Yes

Description	Total Funds	Contributing
Tutoring for designated students	19450	Yes

Mental Health and Social and Emotional Well-Being

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

RUSD maintains 2.6 FTE school psychologists that serve students at the three district schools. They not only conduct assessments but provide individualized and small group support to students throughout the year. Through strong and trusting relationships that have been established over time, our psychologists will be positioned to monitor and support students in the transition to returning to school as well as to respond to any trauma and impacts related to COVID-19. Psychologists will be able to support teachers by providing professional development in strategies that will further address the emotional needs of students within the classroom, as well as provide grade level appropriate lessons for students. During distance learning, psychologists continue to virtually support students individually and in small groups.

A survey of students and staff will be administered three times during the year, beginning in the fall to determine their general feelings of well-being and expressed needs. The District will work to address the identified needs through professional development, guiding instruction, and accessing additional resources if needed.

Additional focus will be placed on implementing social-emotional learning programs at each school. These programs are necessary to give students voice and activities to express their feelings and gain the skills to cope with the impact of COVID-19 on the student and their families. Examples of how schools continued to maintain connections and well-being for students in the spring included the Reed Racoon Report that highlighted weekly themes for which families sent in photos to share; Bel Aire Kindness Wall; and Del Mar Leadership students created fun tutorial videos for primary students at Reed. Similar engagement programs will be present throughout the course of the 2020-21 school year.

Students regularly engage in community building opportunities both virtually and in-person such as community time/morning meetings at elementary schools and advisory period in the middle school. These are opportunities to support students social-emotional health and well-being.

The district provides a no-cost Employee Assistance Plan (EAP) to all staff that affords many different support resources that can help to meet the needs of employees whether it is related to well-being, counseling, or other guidance to address the impacts of COVID-19 on the employee.

Pupil and Family Engagement and Outreach

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

The RUSD/RDTA Memorandum of Understanding (MOU) outlines responsibilities and requirements to ensure students are engaged and accountable during periods of distance learning. District staff shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning when assigned to do so shall be documented as absent by the teacher. Evidence of daily student participation in distance learning shall be obtained using evidence of participation in: online activities; completion of regular assignments and/or assessments; and contacts between employees of the District and pupils or parents/guardians. District staff shall ensure that a weekly engagement record is completed for each pupil indicating synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. District staff shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site teachers, administrators or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f). Classroom teachers shall regularly communicate with students, parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.

Through these efforts, it is expected that teachers will be aware of student disengagement early to enable the district staff to begin reengagement strategies immediately. Communication in the parent's language will be provided when necessary in order to clearly offer support and inform families of requirements for participation and engagement. Some students may be recommended to participate in a supervised environment during a portion of their distance learning day.

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.]

RUSD has approximately 3% of students who qualify for free/reduced priced meals. The district's contracted food service provider cannot accommodate orders of fewer than 100 meals per day during school closures, therefore they are not available to provide this service. Last spring during distance learning, the district mailed Safeway gift cards to our families who receive free/reduced priced meals in the amount \$7.00 per day, per student which is the amount we spend for daily lunches. Families confirmed that they received the cards and that this method of meal delivery meets their needs. This process is continuing in the current year while we are in distance learning and will continue in future periods of distance learning. When in-person learning is implemented, students will be able to order meals through our district food service provider to eat lunch at school, or to take home when students are returning in a hybrid model for 4 hours per day in our early phases of reintroducing students to in person learning.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.91%	114,240

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.]

Increased or improved services in the middle school to address learning loss are directly related to the addition of a .2 FTE English language learner teacher and a 1.0 FTE intervention specialist to support low-income and other students needing additional interventions and support.

Classroom teachers and intervention specialists provide regular support to our English language learners and low-income students who may be struggling through small groups or 1:1 intervention in order to accelerate learning. Classroom teachers, intervention specialists, principals and psychologists have reached out to students and families to ensure they are not experiencing barriers to accessing the distance learning program when students have not regularly engaged in the program. English learners receive integrated language support through utilizing the adopted ELA curriculum and scaffolded strategies through their classroom teachers' lessons, as well as designated program lessons and small group support provided by the EL and intervention specialist teachers. RUSD has ensured that low-income students have access to their school issued iPads and secured hotspots for internet access to remove any barriers to accessing the distance learning program. We have also provided classroom supplies for use at home so students can fully engage in lessons. We do not currently serve any foster youth students, however, would provide similar academic support to those students.

Low-income and English learner students will be offered designated tutoring by RUSD staff when appropriate.

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

English learners will receive targeted support through the intervention specialists and EL support teachers at all three schools to complement the ELD instruction that occurs in the general classroom to address learning loss. Low-income students who are not meeting grade level expectations will receive support from the intervention specialists and be offered additional tutoring as necessary. Student progress will be monitored by the classroom teacher, EL teacher and intervention specialist as appropriate to ensure students are meeting growth targets. Although we do not presently serve any foster youth, we would provide similar supports and interventions.

The increase of 1.2 FTE in intervention specialist and EL support teachers alone demonstrates in excess of a 5.91% increase in services.