

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Red Bluff Union Elementary School District (RBUESD) is a rural district located 117 miles north of Sacramento. Approximately 14,160 people reside in Red Bluff. Red Bluff Union Elementary School District is a Transitional Kinder (TK) through grade 8 district which currently serves approximately 1,950 students. The district has three elementary schools (TK-5) and one middle school (6- 8). The elementary sites average 470 students and the middle school serves about 600 students. Students in TK and Kindergarten attend full day programs supported by instructional paraprofessionals. In 2019-2020, the majority (76%) of the district's students qualified for the National School Lunch Program and 14% or 291 of our students have disabilities which qualify a need for an IEP (Individual Education Plan). English Learners represented 11.2% or 226 of our students. Major ethnic groups represented are White (54%) and Hispanic (37%). Our homeless and foster populations fluctuate throughout the year. In 2019-2020, we served 1.3% (27) foster youth and 7.8% (159) homeless students. The demographic distribution across schools supports the conclusion that services and actions in support of students be distributed district-wide.

The COVID-19 pandemic marked the beginning of a new reality for schools and shifted the paradigm of where and how our education system and how delivery takes place. The unexpected closure of schools in March 2020 and the affect on our staff, students, families, and community was multi-faceted impacting the emotional, social, educational, and physical needs of our students and increasing the levels of stress and trauma for all. We recognized that school and education as we have known them have changed in unprecedented

ways. When RBUESD closed schools to in-person learning in response to COVID-19 precautions, all sites transitioned to distance learning. For our families and staff, this was a significant shift in teaching and learning; school as we once knew it. RBUESD responded to this change by providing all students who needed a device with a one to allow for distance learning and all students with learning materials. Through the use of video conferencing via Zoom, teachers were able to interact with students. For students for whom distance learning was not feasible, a paper/pencil alternative was made available with packets for pick-up and drop-off aligned with social distancing guidelines.

Stakeholder Engagement

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

As a community school system, stakeholder engagement is an essential component to effectively operate. Initiatives and planning conducted without input and consultation often results in more difficult implementation. Because of this, RBUESD has provided multiple opportunities for stakeholder engagement through multiple parent and staff surveys, including district designed surveys oriented to a particular issue, such as distance versus in-person learning and larger surveys such as Youth Truth; also, the district has solicited input through social media, community forums, and through traditional board meetings.

During September, key stakeholder group meetings were planned to engage and solicit input specific to the Learning Continuity and Attendance Plan (LCAP) draft. Engagement of stakeholders includes a presentation of the plan draft and input to inform the plan at the following meetings:

- LCAP DAC (District Advisory Committee) meeting September 11, 2020
- ELAC site meetings: September 11 and 14, 2020
- Public Hearing meeting: September 15, 2020

To solicit broad input, a draft of the district's Learning Continuity and Attendance Plan was posted on the district's website with an accompanying input form inviting feedback across all stakeholder groups. Following the receipt of input, final refinement of the plan will ensue and lead toward the final approval at the board meeting scheduled on September 22, 2020. Student input was gathered in a survey administered to our middle school students from May 11th-June 19th.

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

Given the restrictions of COVID-19 and prohibitions against large gatherings, the district has been operating board meetings and most large meetings through the Zoom conference platform. Stakeholders can participate by viewing live meetings through Zoom broadcast with audio and visual, and are given an opportunity to submit comments prior to these meetings so that their voices can be heard.

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

Of particular relevance to stakeholders was the question of whether students should attend with 100% loading of students, as permitted by the local county health director, or to enroll students in a distance learning program. Opinions and registrations were fairly evenly divided among these two groups. Conversations with stakeholders continue moving forward on this issue.

Under a distance learning model, stakeholders in our rural area reported problems with internet connectivity and the availability of functioning computer devices for student use.

To solicit broad input from stakeholders, the Superintendent published a video with an overview of the plan and announced the input form posted on the district-wide site. This announcement was posted on the website and pushed out through our school messenger system to all parents and staff. A draft of the Learning Continuity and Attendance Plan along with the input form were posted on the website. Presentations of the plan were provided to specific stakeholder groups inclusive of our English Language Advisory Councils (ELAC) and District Advisory Council. The presentation to our ELACs was translated and the input form available in Spanish and English.

Key findings from the parent/guardian, staff, and student surveys

The district conducted many surveys with families and staff related to both the technology needs and the possible structures for school. Spring technology family surveys indicated that most families, 88% had internet access at home and 69% had a device such as a laptop or iPad to support remote learning. Although, what we learned during the spring closure was the use of home devices did not always best support access to the instructional programs used to employ remote learning in the spring.

Initial family surveys from the spring, showed stronger support for in-person learning than surveys conducted later and through the summer as COVID-19 cases increased in the area. Initially, on the first family survey, there was a high percentage of families who desired a return to in-person learning. However, the results in terms of the type of program whether full day or half day varied from 60% stating full days would be "possible" and 48% stating half days were more feasible for their families. Please note these percentages reflect overlap in that the respondents could select both programs as options that would be "possible" for their family situation. The second family survey conducted in August, indicated only 40% of families felt comfortable with schools at full capacity, 24% with partial capacity, and 36% desired distance learning. Furthermore, the recommendation of the local health director for resuming to in-person learning has been to resume with 100% of all students and not a hybrid or partial capacity model. However, the final determination to implement distance learning at the onset of the year was a complex one that heavily weighed the liability issue.

The staff survey administered in August had yielded responses from most, if not all, certificated unit members. This survey indicated 51% of personnel were comfortable resuming work as normal, meaning all students, all day. The remaining survey contributors indicated they were comfortable with only partial capacity or did not feel comfortable at all.

Youth Truth student survey, "Students Weigh In: Learning & Well-Being During COVID-19, was administered to our middle school students and captures students perceptions about their school experience, social and emotional development, and well-being during the spring school closures. This survey offered key insights based on responses from students across nine states, 166 schools and over 20,000 students spanning grades five through twelve. The findings align with the qualitative data gathered from our educators and support staff during the closures. The top four insights learned from students from their spring school experience include:

- Only half of students said their teachers give them assignments that really help them learn and 39% said they learn a lot every day - The most frequent obstacles to remote learning were distractions at home (64%) and feeling depressed, stressed or anxious (50%)
- On average, about half of the students rated their relationships with teachers and adults in the school positively, yet only one in three rated their sense of belonging positively

- Male students rated their health and well-being more positively than did female students and students who identify in another way

ELAC and DAC Committee Listening Session

- Inquiry about when we can move from distance learning to in-person learning -Clarification about asynchronous and synchronous minutes
- Feedback and clarification about the input form

Comments from the Learning Continuity and Attendance Plan (LCAP) input form

Input from parents and staff related to the LCAP and the specific sections of the plan include:

- Provide extra support, such as small group focused instruction and/or tutoring, for students who had significant learning loss
- Zoom time varied from 1.5 hours to 5 hours daily with some believing times were not enough and others felt it was too much time online -Limit Zoom time to 30-45 minutes per subject area
- Structured, set schedules including breaks such as lunch and recess are beneficial -Test student progress to determine lesson pacing and if extra support is needed -Use frequent mini quizzes online to assess learning
- Concern expressed about the social aspect and continued development of social and academic skills while on distance learning - Use of proper cleaning and screening procedures when resuming to in-person learning
- Support for working families while students are on distance learning needed
- Provide feedback to parents and students on a more regular basis, including feedback using grades and progress reports -Monitor student attendance and progress
- Count online participation as positive attendance
- The increase in rigor and requirements for distance learning compared to the spring is an improvement
- Continuity or consistent platforms such as GoGuardian, Google Classroom, Clever, etc. are helpful to families -Peer learning activities are useful online
- Students are adapting well overall to the online platform/distance learning
- There is some difficulty accessing some of the apps or programs and intermittent internet has caused barriers for some families, along with distractions in the home
- Check-in's every three weeks has been beneficial
- Teachers provide weekly or biweekly updates to parents and if there is a need, hold a meeting to better accommodate to some parent's working schedules like those who work at night
- Provide services such as speech in-person and home visits from the special education staff

- Record lessons for later or repeated access; for example while completing the assignment, the student can access the video -Use of both small group breakout sessions and working with the class as a whole would be helpful -Offer one-on-one time with the teacher
- Use a reward system or incentives to motivate students
- Provide check-ins with the school psychologist or counselor
- Provide therapy via Zoom
- Host Social Emotional Learning (SEL) curriculum training for staff
- Grant student access to school libraries
- Set up interaction across classes for extracurricular subjects like art, fitness, or SEL -Add an afternoon pick-up time for lunch or expanding the distribution hour -Appreciative for free meals for students

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

Both stakeholder input and the remote learning experience during the spring school closures influenced the district's Learning Continuity and Attendance Plan. The spring experience profoundly shaped the distance learning program for the fall. Overarching takeaways from stakeholders included the need to provide (a) structured schedules and consistency for learning including types of apps/programs used, (b) synchronous or live interaction daily to engage students and support accountability, (c) tech accessibility and support, and (d) focus on academic and social emotional progress Both stakeholder input and the remote learning experience during the spring school closures influenced the district's Learning Continuity and Attendance Plan. The spring experience profoundly shaped the distance learning program for the fall. Overarching takeaways from stakeholders included the need to provide (a) structured schedules and consistency for learning including types of apps/programs used, (b) synchronous or live interaction daily to engage students and support accountability, (c) tech accessibility and support, and (d) focus on academic and social emotional skills to accelerate learning. This input influenced the following aspects of the plan.

Because of feedback related to internet connectivity and the availability of computers for students and the remote learning experience in the spring, the district purchased cellular hotspots and additional computers to ensure that every student had both a device, and the ability to participate in learning activities remotely. Similarly, because of the demand for distance learning, the district offered and was enrolling students in a distance learning program starting in June 2020 following the results of the parent survey asking for input on offering such a program. Narrowing the number and types of apps used to provide consistent platforms to our students and families helped to limit the level of tech support needed for both families and staff. The selection of apps is carefully weighed, and most heavily, upon the protection or privacy of student data and alignment to curriculum.

To accurately assess learning status and monitor growth, the schools continued the common assessment across grade levels for ELA, Math and SEL this fall. These assessments help to establish a baseline to monitor progress, provide feedback to the student and parent, and tailor instruction to target specific needs of students. Common assessments ensure continuity across the grade level and are used to collaborate using an evidence-based model to identify target areas for instruction, goals for teaching and learning, and identifying effective teaching strategies in order to maximize learning.

To provide consistency and equity, a structured schedule supports to students to ensure daily instructional minutes target key content areas, including SEL to mitigate learning loss and accelerate learning, and synchronous small group and individual support have are included within a teacher's weekly schedule. The schedules provide a guide to teachers in terms of the range time for daily synchronous and asynchronous learning, minimum instructional minutes overall and for core content areas. The daily live interaction supports student engagement, school connectedness, and accountability to learning. Structured schedules support families and establish routines which mirror the school experience.

The spring closures specifically called out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless

youth. Structured English Language Development (ELD) continues to be a core subject for learning and provided daily to all English learners. Education specialists have continued to work with families to support the IEPs and ensure inclusivity and access to the core curriculum. Small cohort in-person programs for our most severe students with disabilities were launched to provide appropriate and effective learning experiences to these students. Counseling teams continue to reach out to students and families at higher risk, such as our homeless and foster youth.

RBUESD continues to evaluate the needs of our students and families and adjust as needed or possible to achieve increased student success. The hope is to resume to in-person whenever possible and once obstacles are resolved, as well as consider how to offer distance learning to our most medically vulnerable students and families.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through July, the Red Bluff Union Elementary School District (RBUESD) was moving forward with plans to re-open with in-person instruction with all students or 100% loading, based on the recommendation of the local county health director. Preparations for in-person learning included the development of re-opening plans for each school site. Site specific plans address the following areas of communication, healthy hygiene practices, illness prevention, social distancing and face coverings including transportation, screening, movement on campus, including classrooms and outdoor/common spaces, and educational programs.

On August 7th, a special board meeting was held where the decision of returning to full distance learning was discussed and approved. The decision was driven by

complex

factors having to do with staffing and a lack of liability insurance coverage by the district's insurance provider. RBUESD had committed to providing parents with a distance learning option for the 2020-2021 school year because of the COVID-19 crisis. Initially, in June 2020, only ten percent of parents were interested in this program. As the start of school approached in the first week of August, however, that number began to skyrocket. RBUESD conducted a survey which indicated that more parents were uncomfortable

returning

in person with our 'every student, every day' model approved by the county health director. As a result

of those increasing numbers, which were rising by 20-50 registrations a day, RBUESD staff began to see that we did not have the staffing to cover both an in-person and a distance learning program. Combined with the liability issue, which was just then emerging as a major factor, the decision was made to start the school year with the distance learning model. The district is committed to being responsive to parents and continuing to evaluate the ongoing demand for distance learning versus an in-person program, and will be polling parents as it moves forward to determine when a switch back to in-person learning is possible and desired.

While the current health conditions and the new state tiered status for COVID-19 do not permit delivery of in-person instruction for all students when schools are under distance learning, the district will need to provide some in-person instruction for the students with the highest needs who simply cannot access learning through distance learning. The state released guidance for schools relating to students with special needs along with the new tier system for COVID-19. Because of that recommendation, and because we are obligated to provide a free and appropriate education to every student under federal and state law, a few students will be meeting in person with instructional staff.

The district's greatest intention is to return to in-person learning as soon as is safely possible. The in-person learning plans, previously developed, were reviewed and approved by the Tehama County Health Services Agency (TCHSA) to ensure all requirements for health and safety were met. Our focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following overview of our in-person plan components:

Communication - transparent, clear, and consistent communication with parents/guardians and staff to minimize chaos and confusion. Frequent, two-way communication with students and families will ensure the most effective learning experience and allow schools to adapt to the changing needs of our students.

Academic Rigor & Success- our primary goal is to provide students with opportunities to continue their trajectory of learning and to accelerate learning. This consists of providing students with rigorous curriculum and highly engaging learning experiences. Students will receive grade-level standards aligned instruction and supports to meet grade level standards/expectations. Instruction will focus on diminishing learning loss from the spring closure through curriculum specifically developed to address loss in major/essential standards and tools to readily identify students needs in order to tailor instruction. Students with Individual Learning Plans will continue to receive services and support to meet their needs. English Language Development (ELD) is part of the core instruction for English Learners to support their progress in learning English.

Social Emotional Learning- mental health support is essential to establishing a successful academic program. RBUESD will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultations. Each school site is supported by a psychologist and counselor to support the well-being of our students, and teachers provide daily social emotional learning lessons addressing self-management strategies as some of the many tools to support our learners.

The district's plan includes the mitigation of disease/COVID-19 transmission between students and staff while on campus. Main procedures include:

Promoting Healthy Hygiene Practices- promote healthy hygiene practices as recommended by the California Department of Education (CDE) and the Center for Disease Control (CDC). This includes teaching about and ensuring hand washing and contact, covering when coughing and sneezing, and posting signage about healthy practices. We will continue to ensure we have the equipment necessary to enact all hygiene aspects of the plan.

Intensifying Cleaning, Disinfecting, and Ventilating & Personal Protective Equipment- Additional cleaning measures as recommended by CDE and CDC are part of the plan. This includes cleaning and disinfecting buses and vehicles, school spaces and things, and providing increased ventilation whenever possible. We will continuously ensure we have the cleaning supplies necessary to enact all aspects of the plan; personal protective equipment will ensure personal health and safety for the staff who clean school facilities and vehicles. Our district aims to meet high cleanliness standards prior to reopening and to maintain a high level during the school year.

Illness Prevention - to prevent illness, daily active screening staff and students to check for signs and symptoms of COVID-19 upon arrival at school will take place. A process is established for when a staff member or student becomes ill, including always ensuring contact tracing to limit continued spread. Our district aims to maintain healthy operations as we transition to a healthy community and have plans for teaching students and staff about illness prevention, self-reporting, and monitoring health throughout the day.

Physical Distancing and Face Coverings - our district recognizes the need to attend to the physical distancing standards in all school facilities and vehicles of a minimum of six feet of distance between individuals, as recommended by the CDC. Because we have many varied facilities on our campuses, how space and facilities will be utilized will vary to ensure the 36 square feet per person standard is met when specific phases call for such. In addition, all students and staff will be required to wear face coverings, unless exempted per CDE or CDC.

The district will continue to communicate with families regarding the plans and the transition to in-person instruction. RBUESD administered surveys in preparation for 2020-2021 school year in June and July. The surveys were used for planning purposes and included questions to assess technology access (device and connectivity) and learning experience preference (in-person with all students, hybrid model, or distance learning). The survey information was beneficial in determining technology needs (device/connectivity) and feasibility of program offerings, especially a combination of programs.

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

Description	Total Funds	Contributing
<p>Provide small cohort instruction for students with special needs that prevent them from accessing learning via distance learning: To provide a free and appropriate education, the district will deliver in-person instructional service for a limited number of students. This will assist in maintaining and accelerating learning for those students.</p> <p>Offer full time in person services: At such time as sufficient numbers of stakeholders request, and the district has addressed the labor and liability issues surrounding it, in-person learning will commence. There are a number of actions related to COVID-19 that will need to be taken in order to make accomplish this:</p>	55,000	Yes
<p>Cleaning, Disinfecting, Ventilating, and Personal Protective Equipment: Additional and increased frequency of these actions will be a large part of the mitigation of potential COVID-19 spread on campuses. Provide personal protective equipment, increased volumes of cleaning and cleaning supplies, and additional energy costs related to increased ventilation and filtering of air in all rooms.</p> <p>Illness Prevention: Mitigate COVID-19 requires daily screenings and the protective equipment and training to make that possible. Physical Distancing: Increase student and staff social distancing to the extent practicable is part of the mitigation of COVID-19 under in-person learning. Increased staffing and costs associated with this will be reflected in the budget.</p>	500,000	Yes
	200,000	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.]

Red Bluff Union Elementary School District's distance learning plan is grounded in our district's mission and ensures all students reach a high level of academic achievement as determined by district and state standards.

The RBUESD plan centers on three main pillars:

1. Digital Equity
2. School Connectedness
3. Rigorous Curriculum & Instruction

Distance Learning essentials and components outlined in the plan serve as anchors for the program and reminders of best practices. Recently, the California Department of Education (CDE) released a Distance Learning Instruction Planning Guidance. This guidance included research-based distance learning principles and the statement that distance learning, when well-designed and inclusive of research-based elements is often more effective than traditional in-classroom learning alone.

RBUESD's distance learning plan identifies the following components which embed key elements of the research:

1. A strategic combination of synchronous and asynchronous instruction.
2. Daily live interaction for frequent, direct, and meaningful interaction.
3. Scope, sequence, and pacing of learning based on district-wide curriculum consistent across grade levels.
4. Common instructional materials and resources including the use of district-wide adopted core curriculum.
5. Common digital platforms district-wide. The same learning management system across grade levels and content to provide consistency to families.
6. Common diagnostic, formative and summative assessments to provide meaningful feedback to both students and teachers.

To ensure all students have access to the full curriculum, the district-wide adopted, standards aligned curriculum will be implemented regardless of the method of delivery. The expectation is the curriculum is used as intended in terms of the pacing, scope, and sequence in order to provide coherence and consistency across grade levels for teachers, instructional support staff, and students. Under state law, distance learning must ensure content-aligned to grade level standards at a level of quality and rigor equivalent to in-person instruction. RBUESD recognizes the importance of a rigorous curriculum and high expectations for all students, however more than ever during this time when we are charged with acceleration of unfinished teaching and learning. Furthermore, this consistency and the expectations outlined in our distance learning plan will assist, when the time comes, for a seamless transition back to in-person instruction.

As a result of COVID-19, additional curriculum "boosters" as part of the core curriculum were purchased to mitigate learning loss. These materials either front-load the core curriculum with additional time focused essential standards from the prior year and /or provide a recovery tool to help diagnose or identify specific skills to focus on and provide support lessons for the identified needs. Assessment is a crucial part of instruction to assist to not only to identify learning gaps, but also to identify students who have skills that surpass their grade level in order to provide instruction to challenge our learners appropriately and address their needs.

Our district, like most across the nation, learned some important lessons when distance learning was suddenly launched in March 2020 due to the pandemic. This time is often referred to as "crisis teaching or schooling" as schools, including our district, scrambled to get devices in the hands of students and quickly draft a plan on how to engage students in meaningful lessons remotely. This experience along with stakeholder feedback, heightened our understanding of what works and does not work. Moving forward into this fall, we are using these lessons and those learned around the world, reflections, and feedback to create a more purposeful and intentional learning experience through distance learning. Key improvements from the spring include daily, live interaction to engage students in instruction and interactions

with teachers and school peers and the same strong commitment to evidence based practices and high expectations as with in-person instruction. Family support for distance learning includes one learning management platform, in-person or virtual launch parent sessions/meetings, frequent communication, explicit weekly class focus/work, technology links and resources, and teacher accessibility to support as needed outside of the instructional minutes. Maintaining open communication and providing identified channels for support offers our families consistent and reliable access to teacher support.

In alignment with the state's minimum requirement for instructional minutes, distance learning features both synchronous instruction (live instruction in real time) and asynchronous instruction (offline, which may include videos and assignments). A consistent learning management system (LMS), Google Classroom, will be used across grades and content for continuity in communication, structure, and instruction for our teachers, staff, and families. The use of the Google Classroom as our district-wide LMS supports cohesion and momentum through transitions of distance learning to in-person and vice versa. During distance learning, there are options to participate in recorded or asynchronous instruction. The option to later view recorded instruction is critical to support different learner needs as it allows for repeated viewings and pausing of lessons. Additionally, recorded instruction helps to accommodate our working families who may not be available to support their students during the school day. There is a stronger urgency now to accelerate learning due to both unfinished teaching and learning from the spring and the need to improve overall student success in our district, in particular in the areas of reading, writing, and math. This coupled with the state reducing the required instructional minutes and the suspension of required physical education (PE) minutes, the district has deemed the instructional minutes sacred and essential for instruction, and thus created enrichment opportunities for PE (TK-8) and music (grades 4-8) within the 8:30-3:30 time frame

Below are the minimum required minutes of instruction to be provided per grade level, as well as the suggested ranges for both synchronous and asynchronous instruction.

TK & Kindergarten

Minimum Minutes: 180 minutes daily

Range for Synchronous: 90-120-minutes

Range for Asynchronous: 60-90 minutes

Grades 1-3

Minimum Minutes: 230 minutes

Range for Synchronous: 120-150 minutes

Range for Asynchronous: 120-150 minutes

Grades 4-8

Minimum Minutes: 240 minutes

Range for Synchronous: 120-150 minutes

Range for Asynchronous: 120-150 minutes

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.]

One of our pillars of distance learning is "Digital Equity," which encompasses the following tenets:

1. Provide all students adequate access to technology and connectivity to access learning.
2. Protect student privacy data.
3. Provide support for families.

After the emergency closure in the spring and shift from in-person to distance learning, we learned some families had difficulty using home devices and getting stable internet. This awareness of digital inequity informed our decision to provide every student with a school device, as we launched the 2020-2021 school year. In the spring, some students were provided paper and pencil due to a lack of connectivity. RBUESD was able to successfully purchase hot spots for the fall instruction. Overall, these efforts have greatly reduced our digital gaps and only remains as an area of need for a limited number of remotely located families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include daily live interaction via Zoom, for example, or teleconferencing, log-in records and/or assignments submitted to the LMS (Google Classroom), other online applications used to illustrate work completion and engagement, and other forms of contact/interaction with the teacher aligned to school or district-wide practices.

Teachers will document daily engagement/participation in an engagement log and attendance for each student in AERIES, our Student Information System (SIS). The engagement log is a weekly record documenting each student's synchronous and asynchronous engagement for each school day. This includes verification of participation and work or assignment completion. With portions of synchronous instruction being used to provide additional academic support, the weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of instructional minutes through a combination of synchronous and asynchronous instruction. Teachers are responsible for assigning for the time value of assignments.

One component of our distance learning plan is the use of common diagnostic, formative, and summative assessments to provide meaningful feedback to both students and teachers. In the guidance from the state, assessment is a key research-based principle for effective teaching and learning, especially formative assessments because they serve a vital role in providing students and teachers with feedback about teaching and learning and promote reflection and revision for both students and teachers. Assessments are used to monitor students' progress on grade level appropriate assessments and to adjust instruction and supports based on outcomes. To support assessments, a common district-wide schedule is developed and provided annually.

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.]

After being forced into distance learning in the spring, professional development for teachers and support for our families for distance learning became a must. Across the nation, schools were launching programs that traditionally take months, if not years, to develop before launching. This was one of many reasons that school closures in the spring constituted "crisis teaching and schooling." After this experience, the district recognized the need to provide more support not only for distance learning, but also support for successful technology integration during in-person learning, such as using Google Classroom as a platform regardless of the delivery method.

As we prepared to reopen in the fall with distance learning, the district identified key areas for support and training as well as the need to identify common district-wide tools, apps, resources, and curriculum for teaching and learning. This consistency allows the district to adequately support teacher needs and provide focused training rather than trying to troubleshoot numerous apps/tools. RBUESD delayed the start of this school year by three days to allow for more time to train personnel for distance learning, since the decision to move from in-person to distance learning occurred five days prior to the original start for the school year.

Professional development, including technology support, at the onset of the year focused on the following:

Use of Google Classroom: district-wide learning management platform.

Zoom training: district-wide platform for live, virtual interaction and for virtual meetings and professional development.

Education apps: resources and training for a selected few consistent tools/apps to support teaching and learning. These are all vetted through our district to ensure they meet the standard for maintaining student data privacy.

Digital Curriculum: training to the extent possible, as some curriculum publishers were still refining products or not yet available. Resources included video tutorials and user manuals.

Monitoring of student engagement, participation, and attendance.

District-wide, there are six instructional coaches serving the sites and supporting professional development for teachers and staff. The coaches are instrumental in providing resources and training to staff and on an on-going basis, both individually, small group (grade level teams), and whole staff. A resource page with live links for both teachers/staff and families has been updated. The family page is published on our website and the teacher/staff page shared with each site administrator and coaches to share at the site and continue to augment with resources/links.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to distance learning have significantly impacted the roles and responsibilities of all employees district-wide. Some roles and responsibilities continue to adjust as we refine our current distance learning programs and services while simultaneously prepare for in-person sessions. All staff will actively exemplify and support all required public health and state measures. High levels of collaboration are encouraged to support staff and students. Main changes are noted in association to area of service.

Distance Learning including Special Education Instruction

All teaching staff will continue to perform their roles and broad responsibilities with some shifts in expectations and emphasis in order to accommodate for distance learning.

- Engage and communicate with families on an ongoing basis.
- Connect daily with students.
- Provide synchronous and asynchronous instruction in accordance to district and school schedules.
- Implement core curriculum online and use the district-wide learning management system (Google Classroom).
- Invite site administrators, education specialists, and instructional coaches to Google Classroom.
- Continue to collaborate with grade level peers, administrators, education specialists, and coaches to ensure consistency and equity for all students.
- Monitor engagement using multiple measures to track attendance and support grading.
- Systematically use instructional paras to support students; more so than in the spring and in accordance to student need/support and a student's Individualized Education Program (IEP).

Special Education Services

All staff will continue to perform their roles and broad responsibilities with modifications to take the distance learning context into consideration.

- Virtual IEP meetings will be conducted for the majority, if not all meetings.
- Virtual and some in-person services depending on the student's needs and IEP.

Support Staff

The majority of staff will continue to perform their roles and broad responsibilities with some modifications including reassignment of duties in some cases.

- Some support staff will be reassigned duties during distance learning, which is in accordance to the unit memorandum of understanding. For example, supervision assistants are helping out with food distribution as a result of all four sites instead of one site providing meals.
- Assist families in with technology accessibility or respond to different inquires.
- Assist with active screening of personnel working on campus and contact tracing, as needed, as well as isolation protocol as outlined in our in-person return to school plan. Some personnel have or will be trained in contact tracing at the request of the county health department.

Facilities/Custodial Staff

All staff will continue to perform their roles and broad responsibilities with modifications due to health and safety as a result of COVID. These changes include:

- Routine disinfecting of all high-touch areas and occupied rooms on a daily basis.
- Modified schedules to disinfect any and all occupied areas. Coordination with facilities director if large-scale disinfecting/cleaning is required.
- Ensure work space and employees have appropriate personal protective equipment (PPE)
- Maintain a stock of PPE and order supplies as needed.

Nutrition Services

All staff will continue to perform their roles and broad responsibilities with modifications due to health and safety as a result of COVID. These changes include:

- Implement "grab and go" meals with one-way passage for meal distribution.
- Ensure work space and employees have appropriate personal protective equipment.
- Actively screen employees daily before their shift.

School Site Administrators

- Ensure students and staff have access to the materials, training, and tools to effectively engage in distance learning.
- Monitor teaching and learning virtually to provide support and feedback to teachers.
- Set and publish office hours to support teachers, students, and families during the school day.

- Engage in collaborative time with teachers and facilitate regular staff meetings, collaboration, and professional learning community times

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.]

A component of the Rigorous Curriculum & Instruction pillar for distance learning is to engage all students, especially those who need extra support including specialized instruction for students with an individualized plan and English learners (EL). Inclusion of and equity for all students is a major guiding principle for our district regardless of the delivery method for instruction. All students will have access to grade-level curriculum because curriculum is a crucial factor in student academic success. The district adopted curriculum represents high quality standards aligned lessons, a factor found to close the gap and increase student academic success in top performing education systems.

Detailed below is how RBUESD strives to ensure high levels of inclusion and equity for some of our learner groups.

Support for English Learners

Designated and integrated instruction in English Language Development (ELD) will be provided daily by the teacher during distance learning or in-person learning. Designated ELD is targeted instruction aligned to student's proficiency level and based on California ELD standards. Instruction for Designated ELD (D-ELD), for all English Learners will meet or exceed 30 minutes daily with the exception of TK and K students who will receive at least 20 minutes daily. The amount of ELD may increase depending on the student's level of

need. Integrated ELD will be offered across all content areas with use of strategies, like GLAD (Guided Language Acquisition Development), to make content comprehensible. The purpose is to support English learners with the language of the core lessons. Training for teachers to implement the core ELD curriculum will continue into this year.

Each site has a designated EL Coordinator and district-wide we employ three EL paraprofessionals to support our learners and families in assisting our English learners in reaching success and meeting the criteria for reclassification and success in English language proficiency. EL Coordinators and paraprofessionals organize and facilitate site ELAC (English Language Advisory Committee) meetings and four times a year the DELAC (District English Language Advisory Committee) convenes, which is comprised of ELAC representatives from each site. This year we will shift to virtual meetings to continue to support our families and facilitate advisory meetings as required by the state. Currently, we are administering our annual needs survey to gather input on topics for interest/support. This input will determine training sessions for parents.

Supports for Special Education

Special education and related services as required by a student's IEP will be provided and accommodations made available as necessary so students can access the curriculum and make progress towards their goals. Students with exceptional needs who qualify for special education services range from students identified with mild to significant disabilities, including a few medically fragile students. To fully include students with disabilities and ensure all student needs are addressed regardless of the delivery method, the following will occur: - Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery model changes. This would apply to cases of quarantine or self-isolation. Students were provided with devices to access instruction, if requested. Students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning, as needed.

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. This will remain in effect until school resumes in-person. Per new legislation, district IEPs will address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of further physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in distance learning is the decision of the IEP team. Goals and objectives in a student's IEP is based on the individual needs of the students, not the model of the instruction to be provided.
- Outside Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new contract has been established for the 2020-2021 school year. These new contracts address distance learning and hybrid learning models.

Foster and Homeless Youth

Supports for our foster and homeless youth will continue and heighten during distance learning. Supports will include:

- A Foster & Homeless Youth Liaison for each school site and the district.
- Coordination and communication with the county's foster and homeless department/liaisons.
- Contact with families to determine technology and access needs for distance learning.
- Accounting for all students to ensure they are aware school started with distance learning.
- Coordination with families for optional distance learning materials or supplies as needed.
- On-going communication with families to check-in and monitor learning experiences during distance learning.

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

Description	Total Funds	Contributing
Distance Learning or fully digital math curriculum platform (InSync)	7,000	Yes
Additional Days for Teacher Preparation and Planning (3 days at onset of the year)	200,000	Yes
Technology Devices and Software for students and staff	600,000	Yes
Professional Development	200,000	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.]

RBEUSD recognizes one of the most significant impacts of the school closures in March due to COVID-19 is the loss of learning. To address this, the district is committed to provide enhanced assessments, curriculum, and instruction to accelerate unfinished teaching and learning. Assessment experiences are valuable for all students and a very important part of distance learning, especially formative assessments which provide immediate feedback to students and teachers. Assessments evaluate how students are progressing both in the moment and over time to address learning loss before and after school closure and during distance learning. The administration window for initial assessments has been expanded and to allow teachers to effectively re-engage students and establish a school learning community.

In the area of English Language Arts, learning loss lessons front-load the core curriculum to mitigate the prior year's loss. These lessons for elementary students begin in first grade and focus on essential standards from the prior grade level to provide a foundation before commencing teaching this year's curriculum. The duration of the lessons are three weeks with the exception of second grade since first grade has the largest number of ELA standards. The second grade learning loss lessons are six weeks in length to ensure foundational skills from first grade are in place. These lessons integrate into the routine lessons and align to practices/protocols students will use throughout the year. Additionally, students in the primary grades will be screened in reading and phonological skills to determine instructional focus and supports for students. Results from our ELD assessments will be used in conjunction with ELA assessment results to group and identify learning objectives for English learners.

In math, a recovery tool aligned with the curriculum will be used to identify the student levels and monitor learning. This will be an adaptive tool that will identify the place where students understand math and make recommendations to teachers to address the learning loss while continuing to provide students access to grade level curriculum and instruction. This digital tool will pinpoint areas of need and provide supporting lessons which will assist to maximize time allocated for instruction.

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.]

The focus on first best instruction has been our district's primary strategy, even before school closures and distance learning, to improve academic success for all students. As with in-person learning, distance learning will provide tiered instruction through synchronous delivery to accelerate learning loss. At the first level, or Tier 1, all students will receive standards-aligned instruction using the grade level curriculum focused on essential standards to prioritize time and instruction. At Tier 2, additional supports will be provided through small group instruction that is targeted to identified needs of students. This level of support will be provided during instructional time when the teacher instructs small groups and during additional support sessions such as intervention time built into the school day or with distance learning during the additional time allocated for small group academic support. The teacher would arrange a small group session with other students with the same skill need. Grouping of students for extra support may occur across classes within the same grade level to maximize resources and tailor instruction to students' needs. For example, the intervention time for a grade level would occur at the same time, so students may be grouped by need for a small group support lesson.. These lessons target skills and support a student's participation in the homeroom whole class lesson setting. In the same way, students who require more intensive supports or Tier 3 support, will be provided additional time in small groups that may be intensified by decreasing the group size and/or by narrowing the lesson focus to prerequisite skills students need to successfully demonstrate proficiency or master a skill or content, and to support full participation during whole class lessons.

The adopted core curriculum offers lessons and strategies to address the specific needs of various learners including intervention or reteaching guides. This includes strategies specific to English learners and vary depending on the student's English language proficiency level, as well as support for students with disabilities with specialized strategies aligned to a student's disability. For example, strategies for students with auditory processing disabilities. Checks for understanding and cycles of assessment will assist teachers to identify and address gaps as well as monitor progress and the effectiveness of instruction and intervention. The distance learning model and schedules incorporate elements similar to those offered in-person including specific strategies to address the needs of special populations.

These include:

Daily live interaction with all students.

Synchronous instruction for English Language Development (ELD) and additional academic supports.

Specific supports for students with IEPs and English learners based on student needs and also provided in our adopted curriculum.

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 the services and supports to address learning loss will be measured through ongoing assessments, including formative and summative types. The district will continue to screen, using a brief short assessment, all students three times a year to monitor progress. This helps to ensure students at grade level or above continue the trajectory of learning and students below grade level are identified for

supports. It also measures how students are responding to instruction including additional academic supports. Benchmark or interim assessments will be administered along with check points or common grade level assessments to ensure effective teaching and learning and for analysis in grade level teams using the professional learning community model for data collaboration. An annual assessment calendar is established to detail assessment windows, types and audiences.

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

Description	Total Funds	Contributing
"Booster" Curriculum for Learning Loss (EQUIP and Benchmark Booster)	4,200	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.]

At RBUESD we are committed to creating socially and emotionally safe environments where students and educators can thrive by using trauma informed practices and Positive Behavioral Interventions and Supports (PBIS). School Connectedness is one of our three pillars for distance learning. The pillar is anchored in these main elements or practices: 1) daily live interaction for every child with teachers and student peers for the purposes of instruction, progress monitoring, and maintaining school connectedness; 2) safety, social, and emotional health and well-being; and 3) feeding our students.

Social Emotional Learning (SEL) is the process through which children and adults name and understand emotions, set and achieve positive goals, and feel empathy for others. Social emotional learning is an opportunity to improve outcomes for students by creating participatory and equitable learning environments where our students can thrive socially, emotionally, and academically. To effectively support and promote social emotional learning in a distance learning environment, the district is committed to:

Create inclusive communities, a sense of belonging, and emotional safety. This includes honoring and acknowledging cultural assets, contributions, and needs of all students.

Teach evidence-based curriculum and provide at least 20 minutes a day to every student of explicit social emotional learning instruction using district-wide curricula. This includes Toolbox, StrongKids, and/or Ripple Effects.

Integrate social emotional lessons into academic lessons by connecting to the academic objective and using interactive teaching strategies.

Provide guidance lessons in the area of SEL from our counseling team as a Tier I support/service.

Provide individual and group counseling to students remotely during distance learning.

Provide family support with distance learning using the home components of our SEL curriculum and PBIS parent support tools.

Each school site has a counseling team of one school counselor and one psychologist. The team provides support to students for social emotional needs which closely connect to a student's desire or ability to connect and engage/participate in their school experience. The

monitoring of students' social emotional well-being is done at least three times a year with all students through a basic screening process based on teacher input. Additionally, middle school students engage in surveys which help staff to assess students in areas such as connectedness or a sense of belonging, enthusiasm for school, health and well-being, and coping with stress, for example. In addition to using survey data to respond to student needs, counselors and psychologists make their services available through a referral process accessible by teachers and parents.

Professional development opportunities designed to build and expand staff capacity to implement SEL has been provided over the years to all employees and continues to be supported at the school level by the counseling teams. The RBUESD counseling team is currently in their second year of a two-year training with Hatching Results where they engage in and receive support for the development and refinement of our district-wide SEL services to students, staff, and families.

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 spring closure and pandemic has impacted our families economically and emotionally and presented many challenges to effectively monitor of school attendance and engagement of students. As a result of the spring closures and difficulty in engaging students and accounting for attendance, the district has made accounting for each and every student a top priority for RBUESD. Two weeks into the 2020-2021 school year, our district accounted for 99% of students. For the students we have not successfully been able to contact or locate, a referral has been made to the county truancy officer for assistance. To support English learner families, RBUESD employees three EL paraprofessionals to assist with communication in the home language and translation. All sites and the district have resources or personnel who are able to provide this service to families to ensure successful interaction.

Each school site has a counseling team comprised of one school counselor and one psychologist. The team provides support to students for social emotional needs, which closely links to a student's desire or ability to connect and engage/participate in their school experience. Prior to the closures, the district began to draft a protocol for attendance and an early intervention system to proactively re-engage students and families in the educational process. This protocol will be memorialized to support a uniform district-wide plan and embedded in a tiered re-engagement plan with strategies to address students who are absent or not engaged in distance learning. The plan includes county-wide SARB (School Attendance Review Board) process. Tiered strategies for re-engagement include:

Tier I

- Daily live interaction with each student every day.

Live interaction with students will occur at the opening and closing of each school day and for live instruction.

- Daily social emotional learning lessons, 20 minutes for all students.
- Contact with the family if the student is not in attendance.
- Daily recording of student participation and engagement.
- Absences will be tracked daily.
- Contact will be made/attempted for each day a student is absent from instruction, unless the parent has notified the school of the absence. If a student is absent 3 days and these deemed unexcused; counseling services will be offered and the 1st Truancy letter will be sent. This is required by law and the Tehama County Department of Education (TCDE) Child Welfare & Attendance Office will be automatically notified.

Tier II

- If a student is "present," but not engaged or participating for 3 days or more during a week, the teacher will inform the student's parent.
- If a student continues to be absent after the 1st Truancy letter is sent, a 2nd Truancy letter will be sent. The Tehama County Department of Education (TCDE) Child Welfare & Attendance Office will be automatically notified and sends the District Attorney the warning letter.
- School administrator meets with the family to develop an intervention plan. Other support staff, such as a counselor, teacher, or nurse, may join as needed.

Tier III

- If engagement/participation does not improve after parent contact, the teacher will inform the site administrator and/or school counseling team.
- If a student continues to be absent after the 2nd Truancy letter is sent, a 3rd Truancy letter will be sent. The school will make a conscientious effort to meet with the parents/guardians.
- If the school has completed all the steps, the student is deemed a "habitual truant" and is eligible for referral to SARB should absences continue or if the family did not attend the meeting.

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.]

Nutrition services will continue to provide meals with the same procedures developed during the spring school closures and summer months to ensure safe meal delivery. These procedures align to state COVID-19 guidance for social distancing, active screening of employees, and use of appropriate personal protective equipment (PPE) by staff. "Grab and Go" meal service including breakfast and lunch are set up at all school sites and operates five days a week.

The hours of operation shifted with the conclusion of summer meal flexibility and waivers on July 31st. Services resumed on August 17th for the 2020-2021 school year and follow the National School Lunch Program and School Breakfast parameters including service of meals to RBUESD enrolled students. Students enrolled in our district may access meal service from any of our sites distributing meals, and those who are eligible for free or reduced price meals will continue eligibility for such pricing regardless of the instructional model. To maximize safety during current COVID closures, cashless transactions are encouraged and online payments recommended. However, all forms of payment are accepted. As of September 2nd, the USDA (U.S. Department of Agriculture) has extended waivers to continue the Summer Food Service Program and Seamless Summer Option through the end of 2020, or until available federal funding runs out. This ensures children continue to access meals under all circumstances, particularly during distance learning.

Nutrition services collaborates with local partners including the food bank to provide additional food to our families. This partnership commenced in the spring during the closures and has continued through summer and into the fall.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
28.4%	4,174,167

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.]

There are several actions that contribute to the increased/improved requirement that are being implemented across the district. These actions already exist within the previous Local Control and Accountability Plan (LCAP) and included with those that are unique to closures or distance learning context.

In the context of distance learning, digital access across the district and primarily for low-income students who may not have full access to a device and/or connectivity is provided. The district purchased cellular hotspots and additional chromebooks to provide to any student to ensure access to learning. Accounting for all students, especially our homeless youth, is a priority for the district. To date, sites have conducted home visits in addition calling household to contact or locate students and have accounted for 99% of students.

Several actions from the existing LCAP that are implemented district-wide and increase or improve services for unduplicated students are being maintained in the 2020-2021 school year. These include the following actions:

Curriculum Implementation and Instructional Coaches

The focus on first best instruction begins with the adoption of standards aligned curriculum. The district has adopted high-quality ELA, ELD and math curricula to enhance the quality of Tier I instruction. Instructional coaches provide a range of professional development including job-embedded coaching, a highly effective form of professional development, focusing on the curriculum implementation including intentional ELD instruction, both Designated and Integrated to support English learners. Inclusive practices including the implementation of grade level core curriculum for all students, as well as differentiated instruction continues to be a focus to engage and target the needs of all learners, especially those under-performing. The examination of effective practices that yield high success is an area of focus for both coaching and collaboration. With the shift to distance learning, support has changed to focus more on the use of technology and new applications, including digital curriculum.

Structure Teacher Collaboration

Teacher collaboration time increased to provide a structured time during the school day for grade level teams to meet weekly to engage in the data analysis, review of student work, and to plan instruction. The collaboration is designed using evidence-based models of structured collaboration, such as a professional learning community or data team, focused on student work and data to identify effective strategies and target skills and increase teaching effectiveness and in turn learning. Data analysis includes the evaluation of outcomes for learner groups including English learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning continues, this structured collaboration focused on teaching and learning is even more critical to accelerate learning, increase professional capacity specific to distance learning, and to address inequities in learning.

Positive Behavioral Interventions & Support (PBIS) and Social Emotional Learning (SEL)

SEL is a component of PBIS, a framework guided by evidence-based practices, to establish and maintain a positive school climate and culture. These practices are intended to develop the social emotional capacity for all to improve academic and social success in life. Low income, foster youth, and homeless students are more likely to be impacted by negative school culture and climate and in turn impact school attendance. School sites have tiered PBIS plans with SEL as a critical element. The teams examine data, including discipline and attendance, for a variety of factors such as disproportionately among various learner groups to improve equity and the school climate. Both PBIS and SEL are essential practices during distance learning to create a sense of belonging, school connectedness, and provide students with tools to manage during times of social isolation. Daily, all students will receive 20 minutes of explicit SEL instruction based on the district/site SEL curriculum. PBIS teams will continue their work and expand practices to encompass the distance learning environment.

Counseling Teams

Providing intentional and accessible counseling services is important for all students for success in academics and social emotional well-being, in particular students unduplicated students, students who are low-income, English learners, and/or foster youth. Our district provides staffing at a ratio of one school counselor and one school psychologist per site to support students and staff with student behaviors and social emotional needs, including instruction related to skills to manage and self-regulate behaviors so students are better prepared to learn and cope in life.

Parent Support and Communication

Parent partnerships with the school is important to support academic and social success, especially in collaboration with the student's teacher. Communication is foundational to this partnership and cultivated in a variety a ways such as in-person meetings, electronic communication, and daily contact during drop-off or pick-up in the case of in-person learning. During distance learning opportunities, interaction with parents has shifted and diminished in many cases, so deliberate efforts have been made to maintain contact and to support families during the move to distance learning. This includes meeting with every family to launch distance learning at the on-set of this year, whether in-person, virtually, or via telephone. Additionally, planned check-in's with parents, as simple as a message, will be conducted to ensure and maintain engagement. Engagement opportunities for parents/guardians range from participating in training, serving on committees to volunteering at school or on the parent organizations. The workshops offered encompass topics on academic support, current issues like vaping, and mental health. The training opportunities, although open to all, are intended to engage those who have

historically been less connected to the school and for students who would benefit from increased parental engagement in their learning experience. The possibilities provide parents/guardians the skills and encouragement to take on leadership roles within the school community. These are intended to increase the representation among committee groups of English learners, foster youth, homeless youth, and low-income students. During distance learning, committee and parent meetings will be held virtually.

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