

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.]

The coronavirus pandemic has impacted all of the departments and programs within the Rescue Union School District and disrupted the lives of our families. To address concerns about the spread of COVID-19, the District is now providing in person instruction through an AM/PM hybrid model, in which students attend school for a portion of the day and receive asynchronous lessons for the remainder of the day. Class size for general education classes is averaging around 12-15 students, allowing children and staff to remain socially distant. Additionally, the District has established a virtual academy to provide fully remote instruction to students who, due to concerns about the coronavirus, are unable or unwilling to return to in person instruction.

In adherence to the COVID-19 Industry Guidance for Schools and School Based Programs, the District has spent a great deal of time, effort, and money, ensuring that each school is operationally prepared to meet the guidelines set forth to safely reopen. A District Reopening Committee spent time over the summer developing overarching expectations that would guide day to day activities within each site or department. Subsequently, each site and department developed their own reopening plans, aligned to the District expectations, and submitted those plans to the Superintendent and bargaining units for review. Masks, face shields, acrylic barriers, and other PPE are provided throughout the District, and cleaning and disinfecting practices have been enhanced. Air filters have been upgraded and air purification units have been purchased and deployed to mitigate the risk of coronavirus transmission. The District even purchased a Hypogen machine to manufacture our own non-toxic hypochlorus disinfectant for use throughout our schools, buses, offices, and departments.

Parents and guardians have also been challenged by the Coronavirus Pandemic. Although we have reopened our schools for in person instruction, students still spend a portion of their days learning from home, which has made it difficult for all of our families to fully return to work. We have worked with our County Office of Education to provide additional child care services, but social distancing requirements and limited staff mean that only a handful of students can access these services.

We are excited to welcome our students back to school, whether in person or virtually, but we know that the closure of our campuses last spring has resulted in learning loss for some. We are working to provide short, quick, formative assessments to each child to ascertain what educational gaps may exist, and each teacher is developing plans to address any weaknesses. In addition to the academic concerns, we know that students may have heightened social emotional issues related to coronavirus isolation requirements. To address this, we have counselors assigned to every school site. These counselors are committed to students who attend school in person as well as those who are enrolled in the virtual academy.

Stakeholder Engagement

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

Effective stakeholder engagement is a key factor in the successful creation of the 2020 Learning Continuity and Attendance Plan. Due to the limited timeline to receive feedback from all stakeholder groups the use of the Healthy Kids Survey data gathered from students, parents, and staff in the spring of 2020 will be a crucial component of stakeholder feedback for this plan. The high level of engagement and participation in the survey by our stakeholders shows a vested interest in communication of their priorities which will be included in this document. Additionally, the District English Language Advisory Committee, school parent organizations, and both union groups (CSEA and RUFT) will have an opportunity to review and communicate thoughts regarding the plan prior to adoption.

RUSD administered the California Healthy Kids Survey (CHKS) to parents, students, and staff, to gather data to assist our schools in fostering safe and supportive school climates, social-emotional competencies, engagement in learning, preventing youth health-risk behaviors, barriers to academic achievement, and promoting positive youth development, resilience, and well-being. The information was utilized to create actions to address the areas of need indicated in the survey data.

In addition to the California Healthy Kids Survey, we also surveyed our families, teachers, and staff in both June and July to gather data regarding needs and desires for the 2020-2021 school year, especially as related to instructional models.

A summary of the feedback is provided below.

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

All public meetings and hearings held in the 2020-2021 school year during the COVID-19 pandemic will include a web conference (ZOOM) option available for participants. The login information for any web conference option for meetings will be posted along with agendas as required under the Brown Act.

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

The analysis of the student survey indicated numerous strength areas. Elementary student data included the following strengths: 82% of our elementary students feel connected positively to their school. 92% of our students feel academically motivated. 90% believe there are high expectations for their success. 88% feel safe at school. 87% appreciate the upkeep of the school facilities. 82% believe their parents are involved. 94% believe students are treated with respect. 91% of the students believe rules are clear. Only 2% of our students claim to use marijuana. Lastly, only 2% of the students claim that they use cigarette or e-cigarettes. In the area of social emotional health, the students showed strengths in the following areas: 92% believe in themselves. 84% believe in others. 78% have empathy. 82% have a growth mindset, and 87% believe they can collaborate with others. Areas of concern include the following: 60% of our students believe other students are well-behaved. 55% of our students believe students are treated fairly. Lastly, 46% of our students believe they participate in meaningful ways at school. An area of concern in social emotional health is in the area of problem solving. 68% of our students believe they can problem solve.

Middle school strength areas include the following: 75% of the students are academically motivated. 79% believe there are high expectations for their success. 67% feel safe at school. Only 1% claim to use marijuana, 1% claim to use cigarettes, and 2% claim to use e-cigarettes. In the area of social emotional health, middle school students demonstrated strengths in the following areas: 87% of the students are goal oriented. 83% believe in others. 83% have emotional competence. 82% believe they can collaborate. 75% believe in themselves. Areas of concern at the middle school level include the following: 33% of middle school students believe their participation in school is meaningful. 40% have experienced hearing mean rumors spread about them. 36% claim they are sleep deprived. Areas of concern in social emotional health for middle school students are as follows: 69% of the middle school students believe they can solve problems. 68% have a growth mindset.

Parents who were surveyed indicated several strength areas. They are as follows: 94% of the parents believe that school promotes academic success for all students. 92% believe that there are significant adults in schools who care about students. 90% believe school is safe. 90% of the parents believe the schools treat students with respect. 90% believe the schools are well-maintained. Areas of concern include the following: 67% of the parents believe the schools seek parent input. 77% of the parents believe the schools enforce rules equally. 66% of the parents believe schools promote cultural respect.

The teachers and staff survey data illustrated the following strengths: 98% believe adults promote caring relationships. 97% have high expectations. 95% provide opportunities for meaningful participation. 98% believe there is quality parent involvement. 96% believe there are adequate social emotional supports for students. 98% believe school is a safe place for students. 95% have a respect for diversity. Areas of concern for staff include the following: 15% see bullying as a problem. 25% believe vaping is a concern. 37% believe student depression is a concern.

Common areas of strength among the groups surveyed include the following: Academic Motivation and Social Emotional Supports. Areas for particular focus include the following: Across the groups surveyed, the data indicated a need to continue seeking opportunities for meaningful student participation and also to continue promoting an anti-bully climate in all schools.

The surveys we gave parents regarding instructional programs for the 2020-2021 school year both indicated that the vast majority of the families desired an in person model of instruction. Because we knew that not all families were comfortable with that option, we provided choice. We offered an AM/PM hybrid model for those desiring an in person instructional program, and also the Frontier Virtual Academy, which is an online learning program, for those uncomfortable returning for in person learning at this point. We also made it clear that parents could change their minds and move from one program to the other as long as space allowed.

The two surveys given our teachers and staff indicated a change in opinion over time between the two surveys. The first survey given in June indicated that about 80% of the teachers and staff felt comfortable and desiring to return to school for in person teaching/learning vs. returning in a distance learning model. The second survey in July indicated approximately 50% of the teachers and staff feeling comfortable returning for in person teaching and working vs. feeling more comfortable returning in a distance learning model. This was another reason to offer two programs for the 2020-2021 school year. We offered an AM/PM Hybrid model as well as a full distance learning model.

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

Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input include the following:

1. We are entering year 3 of Positive Behavior Intervention Supports (PBIS). Sites have reviewed their data and made revisions and additions to their PBIS plans and structures to best meet needs of their students.
2. Counselors met over the summer to develop strategies to use to meet needs of students in the Frontier Virtual Academy and also how to address the needs of students fearful of COVID. Lessons are being developed for topics such as anxiety, resilience, empathy, and anti-bullying, to name a few. Counselors are also establishing alternative locations to meet with students, such as outdoor areas or areas with more space, to allow for social distancing.
3. The RUSD behaviorist and behavior aides will be deployed to work in classrooms and also with virtual classrooms if there are students who are not engaged or who have significant absences unrelated to health issues, or if they are struggling to self regulate.
4. RUSD will utilize a team approach to re-engage students from Frontier Virtual Academy who are not participating in the lessons and virtual sessions. This team is comprised of the Counselors, Administrators, Assistant Superintendent, Superintendent, and EL Coordinator. When a teacher has exhausted all means of connecting with a student and family, the teacher reaches out to the district office. We deploy two of the team members to make home visits, connect via the phone and/or email. We determine what the barriers are for that individual, and develop strategies, resources, and support so that the student successfully engages. If we need to bring in aide support or the behaviorist, we make that determination. If the student needs to connect with a counselor, we arrange that as well.
5. To address the need for students to be meaningfully engaged in their school work, we are focusing on delivering quality instruction for the current grade level. Rather than focusing on remediating, teachers will accelerate their general instruction and provide rigorous, grade level activities for all students. Teachers will focus on teaching our students how to learn through Fuel Ed opportunities to mitigate learning loss using See Saw, Castify, flip grid, etc. We will focus on turning dependent learners into independent learners who can problem solve, and read and write analytically. The acceleration of our general instruction will assist with this. We will make sure to address the following questions as we teach: How do I support struggling students to become independent learners? How do I set up rituals and routines that reinforce self-directed learning and academic identity?
6. Through surveying our families and staff in both June and again in July about what they needed and desired for the 2020-2021 school year, it was very evident that our families and staff desired choice. Many requested that we reopen our campuses for in person instruction at

the start of the 2020-2021 school year. Others had reasons to request a virtual model. Of course, a great deal of time and resources were spent to provide the necessary personal protective equipment, barriers, and disinfecting routines. A great deal of time was spent developing an AM/PM hybrid instructional model to ensure that students and staff could remain socially distant, but students could also have the opportunity to receive in person instruction from our highly trained and dedicated certificated and classified support staff. For those who did not feel comfortable returning in person, they were given the opportunity to enroll in the Frontier Virtual Academy. Frontier Academy also provides top quality instruction by our highly qualified, dedicated teachers and staff through Fuel Ed and our district adopted curriculum. In order to best meet the needs of our teachers and staff, we collaborated with our teacher's union to establish criteria to use in selecting teachers and staff to work in the Frontier Virtual Academy. First priority was given to individuals with an existing health issue. Second priority was given to individuals over 65 years of age. Third priority was based upon interest. We were able to place all general education teachers who requested a position in Frontier and both special education teachers who requested placement. We were not able to place specialized individuals, temporary teachers, or part time teachers. Additionally, one teacher was offered a position, but the individual turned it down to give the position to a colleague. We also were able to place 7 classified members in the program to support students. Because students and families were able to select a program of their choice, we believe they will be more meaningfully engaged.

7. In order for our parents of Frontier students to feel connected and able to provide input, we created a parent advisory group to provide feedback on the program and to help make needed revisions or changes throughout the year.

8. Due to a significant percentage of middle school students claiming sleep deprivation, we transitioned to the newly required start times this year instead of waiting until next year when the new time frame is mandated.

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.]

The Rescue Union School District believes it is important to provide in person instruction whenever possible. At the same time, we recognize that for some families, due to immunocompromised conditions or other factors, returning to in person instruction may not be possible. For those reasons, the Rescue Union School District is providing students the choice to attend in person instruction through an AM/PM hybrid model or receive their instruction remotely, through our new virtual academy. Offering a choice to our community is important and ensures that every child will receive quality educational services, and receive them in a way that keeps them as safe as possible.

Students enrolled for in person instruction will attend either the AM session or the PM session. Instructional assistants, itinerant independence facilitators, and special education aides are scheduled to assist with meeting the learning objectives of students who may be at risk of learning loss due to school closures last spring. The remaining instructional minutes required for each day will be addressed asynchronously, with the help of parent learning coaches. Special Education students enrolled in the Elementary Special Day Classes will be given the option of attending both the AM and PM sessions.

The hybrid model ensures that class size in core content areas are between 10-15 students in each session. This allows for appropriate social distancing of students and staff. Important aspects of the hybrid model include the following:

- * Students attend class in person each day for synchronous instruction, and then are provided with asynchronous instruction and lessons for the remainder of the day with the help of parent learning coaches. TK-K students attend class for 140 minutes at school and 40 additional minutes of at home assignments. 1-3 grade students receive 140 minutes at school and 90 additional minutes of at home assignments. 4-5 grades receive 140 minutes at school and 90 minutes of additional at home assignments. 6-8 grades receive 150 minutes at school and 90 additional minutes of at home assignments.
- * Each family was asked to sign a Compact symbolizing their commitment to the health and safety and participation protocols to which Rescue Union School District (RUSD) is adhering.
- * The common platform for assignments, links, and materials is Google Classroom.
- * Students are assigned to highly qualified, certificated RUSD teachers.
- * Students are provided instruction through the district's comprehensive, robust K-8 California State Standards Curriculum.
- * Teachers will be able to upload additional materials, lessons and videos onto Google Classroom for easy access for students and families.
- * 6-8 grade students will select an elective course in addition to their four core subjects, as well as physical education.
- * Teachers take attendance through Aeries.
- * Student participation is tracked through assignment completion, grades, class participation, and live, in person contact.

Recognizing the impact that social emotional challenges can have on academic progress, the District has counselors assigned to every school site. These counselors are committed to providing social emotional support to students who attend in person instruction as well as those who are enrolled in the virtual academy.

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

Description	Total Funds	Contributing
Classified staffing has been increased to provide classes that adhere to the guidelines set forth by California Department of Public Health including extra time for Health Office Nurses/aides, custodial, and other staff.	126,000	No

Description	Total Funds	Contributing
Materials and equipment (masks, barriers, disinfectant, sprayers, etc.) purchased to provide safeguards for students returning to in person instruction.	200,000	No
Software to support asynchronous instruction for the portion of the school day not on campus.	540,000	No

Distance Learning Program

Continuity of Instruction

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

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Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District surveyed parents and communicated several times via website, email, automated calling, and newsletters to confirm access to internet and Chromebook needs for distance learning. All students in the distance learning program have multiple opportunities to pick up a Chromebook device, and will be able to access a District device if needed at anytime during the school year.

The technology director has worked with any families who have communicated that they have internet access issues to offer solutions including discounted or District provided service through Comcast, Verizon, and Cal.net. Those families who live in areas where internet is not available through the vendors noted will be given options of locations to access internet including at school sites, community libraries, and other government locations as part of a countywide internet collaboration. The District is also working on portable hotspots that can be driven to central locations near communities that do not have access to internet.

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.]

RUSD believes that the use of multiple measures provide an accurate picture of a student's progress. Teachers will use curriculum based assessments, the Smarter Balanced Interim and Summative Assessments, District benchmark assessments, and Fuel Ed assessments. Students in the Frontier Virtual Academy may be invited for small group instruction sessions at the school sites for additional support and lessons. Teachers will take attendance daily and use the completion of assignments and projects as a measurement of participation.

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.]

All distance learning staff will have access at a designated school location to all computer equipment (computer, document camera, webcam, microphone, etc.) and high speed internet needed to teach and support the distance learning program. Professional development will be offered before the start of the year and throughout the year during minimum days including the first four Wednesdays of the school year. The first four Wednesdays of the year are designated as professional development days for teachers. Teachers will provide 60 minutes of synchronous instruction to students, followed by assigning asynchronous lessons to the students. The teachers are provided the rest of the day to participate in staff development in Fuel Ed, Google Classroom, and other pertinent trainings needed.

Staff Roles and Responsibilities

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

Teachers in the online distance learning program may be required to teach multi-graded classes of two or more grade levels. Online teachers will be responsible for facilitating asynchronous learning through a learning management system (likely Fuel Education) that will be provided to all students in the program. Teachers will also be responsible for providing daily, synchronous direct instruction, differentiated supports, and social emotional learning. When possible, teachers will be permitted to use their classrooms to coordinate distance learning and bring in small groups of students to conduct face-to-face activities, so long as such activities and interactions adhere to all social distancing guidelines in place at the time.

The following expectations, as outlined in our certificated MOU for changes in working conditions, shall apply to teachers teaching in the Frontier Academy for the 2020-2021 school year:

- o Frontier Academy Teachers will provide students with a comprehensive education supplanting in-class learning.

- o Frontier Academy Teachers will provide instruction focused on grade level California Content Standards.
- o Frontier Academy Teachers will utilize Fuel Ed, existing adopted curriculum, and instructional platforms (e.g. See Saw, Google Classroom, and Jupiter Ed, Reflex Math, and Reading Counts, etc.) to provide synchronous and asynchronous instruction. Synchronous and asynchronous instruction, combined, may not be less than 240 minutes.
- o Frontier Teachers will host a virtual back to school night and virtual parent teacher conferences.
- o Frontier Academy Teachers will monitor student progress on a daily basis.
- o Frontier Academy Teachers will provide students with 120 minutes of direct instruction, guided practice, social emotional activities, or small group instruction, each school day via Zoom, Google Meet, or similar virtual meeting platform.
- o Teachers should ensure that professional standards pertaining to dress, conduct, and environment are adhered to during any live interaction or videotaped lessons.
- o Frontier Academy Teachers will schedule 120 minutes of office hours each day and communicate those times to students and parents. During these office hours, teachers should be available for students and parents to ask questions and receive assistance on assignments. This time can also be used to invite students to small group lessons as needed. Office hour contact may be through email, phone calls or open Zoom meetings, at the teacher's discretion.
- o Frontier Academy Teachers shall be permitted to schedule 120 minutes, each day, for planning and self-directed professional development.
- o Frontier Academy Teachers should make instructional schedules for whole class meetings, office hours, and any small group work available to families at least one week in advance to ensure that students are ready to participate. Live student contacts must be scheduled within the normal school day.
- o Working hours are to be 7.25 hours and correspond with the normal school day, minus a 30-minute duty free lunch. Students and families should be able to easily contact teachers during these work hours.
- o Frontier Academy Teachers will follow the District's instructional calendar and take attendance each school day.
- o Frontier Academy Teachers will evaluate, grade, and score assignments in accordance with District policy. At the conclusion of each trimester, students shall be given the choice to receive a traditional letter grade or a mark of Pass or Fail.
- o Frontier Academy Teachers will be responsible for administering any required state tests during the required testing window.
- o Frontier Academy Teachers will provide virtual parent teacher conferences during the same week as elementary and middle school traditional conferences.
- o Frontier Academy Teachers will provide daily SEL check-ins and support for students.
- o Frontier Academy Teachers may use their classroom, if available, to facilitate instructional activities and access the Internet as needed. If the Frontier Academy teacher's classroom is not available, an alternate work location will be provided by the District. Teachers electing to work from home are responsible for securing their own Internet access.
- o Frontier Academy teachers will be in paid status for the duration of the normal school day. As such, Frontier teachers may not be employed by any other party during that time. This includes tutoring or providing other educational services sought by commercial or private parties.

Supports for Pupils with Unique Needs

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

The district has provided aide support including Title I and special education aides to those pupils with unique needs within the distance learning program. In addition, our Special Day Class students have been given the opportunity to attend school full time, in person, so that their individual needs can be met. Frontier Academy students are also invited to go to a school site with their teacher for small group instruction, again, to further ensure individual needs are met, as long as social distancing requirements can be adhered.

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

Description	Total Funds	Contributing
Certificated staff to support the virtual academy and distance learning.	3,113,000	No
Classified staff to support the virtual academy and distance learning.	179,000	No
Software to support students in distance learning.	467,000	No
Internet connectivity hardware and video equipment to support students in distance learning	15,000	No

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.]

When the Rescue Union School District closed all school campuses last spring due to concerns around the Coronavirus Pandemic, we immediately put in place a distance learning program to serve all students. Although our distance learning program began the very next school day and continuity of instruction was not interrupted, we recognize that many students, due to reduced contact with their teachers and varying levels of parental support at home, may have experienced learning loss.

One of the most impactful strategies to address learning loss from the 2019-2020 school year was to reopen our campuses for in person instruction at the start of the 2020-2021 school year. Of course, a great deal of time and resources were spent to provide the necessary personal protective equipment, barriers, disinfecting routines, etc. Also we needed to develop an AM/PM hybrid instructional model to ensure that students and staff could remain socially distant. Now our students have the opportunity to receive in person instruction from our highly trained and dedicated certificated and classified support staff. We believe that this will prove tremendously effective in addressing learning loss from 2019-2020 and mitigate any further loss during the 2020-2021 school year.

For those students who were not comfortable or unable to return to in person instruction, we developed a virtual academy, staffed with our own certificated teachers and supported by our own instructional aides. These students will receive a robust distance learning experience until such time as they are ready and able to return to their school of residence.

Assessing students to determine the degree of learning loss, whether they are receiving in person instruction or enrolled in the virtual academy, is critically important. To assess students, our teachers are operating under three guiding strategies, which are each detailed in the section below.

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.]

Strategy 1 – Targeted Formative Assessment

Broad assessments such as the Smarter Balanced Comprehensive Assessment or End of Course Finals may have their place in providing summative academic information, but to assess learning loss due to the Coronavirus Pandemic, our teachers will be using shorter, more frequent, formative assessments that can quickly pinpoint students' needs and immediately inform instruction. This is especially important when assessing the needs of students who are likely to have experienced greater levels of learning loss, including special education students, English learners, and socioeconomically disadvantaged students. Using frequent and targeted formative assessments such as these will allow our teachers the ability to respond more swiftly and mitigate any additional learning loss.

Strategy 2 – Addressing Critical Gaps

When our school district closed campus operations in March and shifted to distance learning, it was not possible to provide all of the lessons and content that otherwise would've been delivered to students. As we move forward, we know that gaps in students' learning exist, but at the same time, we are faced with the pressing need to deliver this year's content to our students. In order to adequately address any learning loss that may have occurred, while at the same time ensuring that students receive the necessary instruction for their current grade level, our teachers will be analyzing learning gaps and comparing them to the essential standards outlined for math and language arts. Using resources such as Achieve the Core's "Where to Focus" for each grade level, our teachers will determine where the critical gaps in

students' learning are and make plans to address and reteach these standards. Ensuring that our students have a solid understanding of these critical standards will prove especially beneficial to our English learners, students with disabilities, and other individuals who may have underperformed in the past. Making sure that these students are proficient in these fundamental skills will better position them for future success.

Strategy3 – Focus on Grade Level Curriculum

Depending on the circumstances, certain students may have missed a lot during distance learning. Although some of the content must be retaught (See Strategy 2) it is equally important that we focus on delivering quality instruction for the current grade level. Rather than focusing on remediating everyone to address learning loss, our teachers will be accelerating general instruction and continuing to provide rigorous, grade level appropriate activities to all students. For those who need still need intervention, such programs will remain in place at each school. English learners and students with disabilities will continue to receive additional supports to further their academic proficiency.

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.]

Efforts to address learning loss during the 2019-2020 school year due to the Coronavirus Pandemic will be assessed in several ways. To begin, as mentioned above, teachers will use frequent, informal, formative assessments to identify academic gaps and develop intervention plans to address them. Following this, District benchmark assessments will be administered throughout the year, and the results will be compared against previous cohorts of students. Individual student results will also be analyzed, looking for increasing or decreasing trends from previous benchmark assessments. Finally, assuming the California Assessment of Student Performance and Progress (CAASPP) assessments are administered this spring, and administered under typical conditions, we will compare this data to pre-COVID-19 data to determine whether our efforts have been successful.

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

Description	Total Funds	Contributing
Software to support asynchronous instruction for full distance and hybrid students to help offset pupil learning loss. (Cost is also recognized in distance and in person categories)	1,007,000	No
Additional certificated and classified staffing to allow for Distance and Hybrid Programs which mitigate COVID impacts to mitigate pupil learning loss. (Cost is also partially recognized in distance and in person categories)	848,000	No
Materials, Internet, & Equipment purchased to provide safeguards for students returning to in person instruction. (Cost is also recognized in distance and in person categories)	215,000	No

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

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

The social emotional health and well-being of all students and staff is of paramount importance to Rescue Union School District. Thankfully, our district has spent the last three years training all teachers and staff in the tenets of trauma informed practices, social emotional learning, and restorative practices such as circle chats, restorative chats, check in/check out, to name a few. We also had increased counseling services at our elementary sites the year before the pandemic occurred.

We know that every staff member and every child has been impacted by COVID-19. Each person responds differently and has different needs because of the situation. We know that our students and staff need support from one another and from our counselors like never before. In light of this, in order to put needed supports and services in place for the 2020-2021 school year, we met with our counseling team, teachers and classified individuals to develop an action plan to best meet student and staff needs during the school year whether we are involved in a distance learning model or in person instruction.

Some of the important aspects of the plan include the following: Our counselors will provide a needs assessment to teachers two weeks into the year, requesting information about student needs for focus groups, class lessons, and small group sessions with counselors. Each site also has a screening tool they have created to help determine needs. One of the early release Wednesdays in September will be used to discuss the information from the screeners and needs assessments so that the counselors can establish their lessons and groups. We are using our PBIS lessons and incentives too, to support students. Each school has site created PBIS protocols, songs, chants, routines, and procedures that are taught and reinforced throughout the year. The behavior incentives help students remember the PBIS commitments and keeps the school culture positive, engaging, and safe. Each site is also creating fun social distancing greetings students and staff can use, as well as incorporating lessons early on about the WHY behind social distancing. Counselors will create an outdoor space for students to go to regulate or to take a breath, in addition to their inside space that is also available. Counselors will utilize chairs or toys or items that can easily be sanitized between use in their rooms or spaces.

Counselors provide weekly class lessons to our hybrid students during their online portion of the day via Zoom or Google Meet. Their class lessons revolve around needed topics, such as anxiety, resilience, empathy, etc. Students in the Frontier Virtual Academy have the opportunity to connect with a counselor if they are referred by their teacher or parent. Counselors may also provide lessons to all virtual

learners via Zoom or Google Meet as requested by the teachers. Counselors have office hours for students to connect with them as needed, via telephone. The Lunch Bunch idea may be continued this year with all interested students and the counselor from their site, as another means of connecting and having some social time in a relaxed, fun atmosphere. Counselors may also provide game time online with students, as well as additional, creative ways to connect. Counselors will provide their group sessions as needed, in 6 week cycles.

RUSD has hired a behaviorist and behavior aides to support the social emotional well-being of students so they can successfully learn and grow academically. The behaviorist and the aides observe students in the classroom or in the virtual classroom to identify possible strategies to use with the students so they can learn to regulate their own behavior and establish positive relationships with fellow classmates and teacher. The behaviorist trains the teacher in effective strategies and resources, and also comes alongside parents to give them support, guidance, and training as well, so that the child is surrounded by consistent support and strategies, helping the child learn and grow.

Rescue staff members need support also. We know that our staff concerns will be on a spectrum from very worried about returning to not worried at all. We know that staff reactions can affect students. Counselors may address their staff about ways to cope and how to feel comfortable and how to project safety and safety protocols, but still show love to the students. We provided plexiglass barriers, face shields, and masks for staff members to help them feel safer, and counselors will offer a support group every couple of weeks for staff members who need to talk, share, or communicate feelings.

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.]

Rescue Union School District (RUSD) believes that schools provide a safe environment for children to learn and grow academically, socially, and emotionally, thus it is important to provide in person instruction whenever possible. At the same time, we recognize that for some families, due to immunocompromised conditions or other factors, returning to in person instruction may not be possible. In order to provide choice for our families, RUSD has elected to offer two options for families during the 2020-2021 school year. For families desiring their child/children to attend school for in person instruction, we are offering an AM/PM Hybrid model at each site. Children either attend school during the AM session or the PM session each day. The hybrid model ensures that class size in core content areas are between 10-15 students in each session. This allows for appropriate social distancing of students and staff. Important aspects of the hybrid model include the following:

* Students attend class in person each day for synchronous instruction, and then are provided with asynchronous instruction and lessons for the remainder of the day with the help of parent learning coaches. TK-K students attend class for 140 minutes at school and 40 additional

minutes of at home assignments. 1-3 grade students receive 140 minutes at school and 90 additional minutes of at home assignments. 4-5 grades receive 140 minutes at school and 90 minutes of additional at home assignments. 6-8 grades receive 150 minutes at school and 90 additional minutes of at home assignments.

- * Each family was asked to sign a Compact symbolizing their commitment to the health and safety and participation protocols to which Rescue Union School District (RUSD) is adhering.
- * The common platform for assignments, links, and materials is Google Classroom.
- * Students are assigned to highly qualified, certificated RUSD teachers.
- * Students are provided instruction through the district's comprehensive, robust K-8 California State Standards Curriculum.
- * Teachers will be able to upload additional materials, lessons and videos onto Google Classroom for easy access for students and families.
- * 6-8 grade students will select an elective course in addition to their four core subjects, as well as physical education.
- * Teachers take attendance through Aeries.
- * Student participation is tracked through assignment completion, grades, and class participation.

In the hybrid model, procedures for tiered re-engagement and also outreach to pupils and their parents if a child is not engaging in instruction or is at risk of learning loss include the following strategies:

- * If a teacher identifies a student who is not engaging in instruction or is at risk of learning loss, he/she will reach out to the family and schedule a time to connect virtually or on the phone. They will work with the family to determine if there are any barriers to overcome, or any needs that are not being met, such as a need for counseling, aide support during virtual learning time, technology support, translation support, or whatever the barrier may be. Through that connection, resources and interventions will be identified and developed.
- * RUSD will utilize a team approach to re-engage students in the hybrid model who are not participating in the lessons and virtual sessions. This team is comprised of the Counselors, Administrators, Assistant Superintendent, Superintendent, and EL Coordinator. When a teacher has exhausted all means of connecting with a student and family, the teacher reaches out to the District Office. We deploy two of the team members to make home visits, connect via the phone and/or email. We determine what the barriers are for that individual, and develop strategies, resources, and support so that the student successfully engages. If we need to bring in aide support or the behaviorist, we make that determination. If the student needs to connect with a counselor, we arrange that as well.
- * Administration, Counselors, Behaviorist, EL Coordinator, and special education teachers will work with general education teachers to identify students who continue to be disengaged in instruction or are at risk of learning loss and schedule a Student Attendance Review Meeting (SART) or Student Study Team (SST) meeting, depending upon the area of need, to identify continued barriers to engagement. A translator will be provided for parents needing language support for meaningful participation in the review and intervention development process.
- * Counselors at each site collaborated over the summer to prepare Needs Assessments and screening tools for teachers to use at the start of the year to determine what sorts of lessons and supports they will need to offer classes and small groups throughout the year to mitigate disengagement of students and help connect those at risk of learning loss. Topics could include how to deal with anxiety, pressure, worry, in addition to making friends, anti-bullying, and other topics that could arise.

The second option for families in RUSD is to participate in the Frontier Virtual Academy. This option is for families who do not yet feel comfortable returning in person to school due to COVID-19 risks. We have approximately 800 students in the Frontier Virtual Academy, 32

teachers, and 7 aides. Classes in Frontier are at the District's contractual size. TK-3 classes are to be no larger than 28. 4-5 are to be no larger than 30, and 6-8 are to be no larger than 31. Important aspects of the Frontier Virtual Academy include the following:

- * Students receive instruction focused on grade level California Content Standards.
- * Students receive lessons, assignments, and projects from the Fuel Ed platform, existing adopted curriculum, and instructional platforms (e.g. See Saw, Google Classroom, Jupiter Ed, Reflex Math, Reading Counts, etc.) to provide synchronous and asynchronous instruction. Synchronous and asynchronous instruction, combined, may not be less than 240 minutes.
- * Student progress is monitored daily.
- * Student attendance is taken daily through Aeries.
- * Students receive 120 minutes of direct instruction, guided practice, social emotional activities, or small group instruction, each school day via Zoom, Google Meet, or similar virtual meeting platform.
- * Students have access to their teachers for 120 additional minutes through office hours each day and these times are communicated to students and parents. During these office hours, teachers should be available for students and parents to ask questions and receive assistance on assignments. This time can also be used to invite students to small group lessons as needed. Office hour contact may be through email, phone calls or open Zoom meetings, at the teacher's discretion.
- * Frontier Academy Teachers should make instructional schedules for whole class meetings, office hours, and any small group work available to families at least one week in advance to ensure that students are ready to participate. Live student contacts must be scheduled within the normal school day.
- * Frontier Academy Teachers will evaluate, grade, and score assignments in accordance with District policy. At the conclusion of each trimester, students shall be given the choice to receive a traditional letter grade or a mark of Pass or Fail.
- * Frontier students will take any required state tests during the required testing window.
- * Frontier Academy Teachers will provide virtual parent teacher conferences during the same week as elementary and middle school traditional conferences.
- * Frontier Academy Teachers will provide daily SEL check-ins and support for students.

In the Frontier Virtual Academy program, procedures for tiered re-engagement and also outreach to pupils and their parents if a child is not engaging in instruction or is at risk of learning loss include the following strategies:

- * If a teacher identifies a student who is not engaging in instruction or is at risk of learning loss, he/she will reach out to the family and schedule a time to connect virtually to determine if there are any barriers to overcome, or any needs that are not being met, such as a need for counseling, aide support during virtual learning time, technology support, translation support, or whatever the barrier may be. Through that connection, resources and interventions will be identified and developed.
- * Administration, Counselors, Behaviorist, EL Coordinator, and Special Education teachers will work with General Education teachers to identify students who are not engaging in instruction or are at risk of learning loss and schedule a Student Attendance Review Team Meeting (SART) or Student Study Team (SST) meeting, depending upon the area of need, to identify continued barriers to engagement. A translator will be provided for parents needing language support for meaningful participation in the review and intervention development process.
- * RUSD will utilize a team approach to re-engage students from Frontier Academy who are not participating in the lessons and virtual sessions. This team is comprised of the Counselors, Administrators, Assistant Superintendent, Superintendent, and EL Coordinator. When a teacher has exhausted all means of connecting with a student and family, the teacher reaches out to the District Office. We deploy two of

the team members to make home visits, connect via the phone and/or email. We determine what the barriers are for that individual, and develop strategies, resources, and support so that the student successfully engages. If we need to bring in aide support or the behaviorist, we make that determination. If the student needs to connect with a counselor, we arrange that as well.

* Counselors at each site collaborated over the summer to prepare needs assessments and screening tools for teachers to use at the start of the year to determine what sorts of lessons and supports they will need to offer classes and small groups throughout the year to mitigate disengagement of students and help connect those at risk of learning loss. Topics could include how to deal with anxiety, pressure, worry, in addition to making friends, anti-bullying, and other topics that could arise.

* If a child is still not engaged in their learning or they are at risk of learning loss, RUSD has a task force comprised of the EL Coordinator, site counselors, Assistant Superintendent of Curriculum and Instruction, and the Superintendent. These individuals are given the name and address of the child. Home visits are made to connect with the family and to determine any barriers there might be to engagement. Regular connection via Zoom, phone calls, emails, additional home visits, encouragement notes, support kids, or 1:1 instructional help are provided as needed until the child can access the class and engage successfully. Particular focus is on English language learners, Foster Youth, and Socioeconomically Disadvantaged students.

Special Education

Students in Elementary Special Day Classes will be provided the option to attend their program for the full day or a half-day. Those attending the half-day program will be provided virtual services to meet the required number of instructional minutes for their grade level. Virtual services may be provided by the teacher or an instructional assistant working under the direction of the teacher.

Middle School Special Day classes will follow the AM/PM Hybrid model. Virtual services will be provided to students for their “at-home” portion of the day to meet the required number of instructional minutes for their grade level. Virtual services may be provided by the teacher or an instructional assistant working under the direction of the teacher.

RSP Teachers in the hybrid program will coordinate instructional services for students using their assigned instructional assistants and their own availability. Services could include a combination of in person and at home services. Direct instruction and instructional support services should combine to satisfy the required instructional minutes for each grade level.

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.]

Rescue Union School District believes that students are better able to concentrate, learn, and grow if their nutritional needs are met. We participate in the National School Lunch and Breakfast programs. We provide the same high quality meal service for our students participating in the distance learning program as we do for our students in the AM/PM Hybrid model on campus. For students participating in the distance learning program, their families pick up a week's worth of breakfast and lunch meals every Monday. Students in the AM Hybrid session walk through the cafeteria on their way home to pick up their lunch for that day and the next day's breakfast. Students in the PM session of our Hybrid model walk through the cafeteria on their way home in the afternoon to pick up the next day's breakfast and lunch to eat before coming to their afternoon in person session. We have reached out to have parents fill out the appropriate paperwork for free and reduced meal service. Anyone who does not qualify, but desires school meals, has the opportunity to pay for their meals.

Important health and safety protocols have been incorporated across the district so that meal service is safe. Some of the most important protocols include the following: Plexiglass shields have been installed in all serving areas. Produce will be pre-plated or served to students. Students will enter the cafeteria by class and line up with social distancing as appropriate. Staff will hand students their meal and milk choice. Additional hand wash stations have been placed near food service entry areas.

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
3.52%	1,011,538

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.]

Rescue USD ensures that all supplemental funding received goes directly to those students identified in the Unduplicated Pupil Percentage (UPP) by creating a local resource to ensure that programs, staff, and services are tracked and expended for supplemental funded students.

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

The District plans to establish targeted programs that support the needs of low income, foster youth, homeless, and English learners in the District. However, the programs detailed below will support unduplicated pupils and others outside of this group. Those programs, and the research that supports the implementation of such programs, are as follows:

Elementary and middle school counselors - Interventions which explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them, to deal with the knowledge and skill demands of the academic curricula as are appropriate. Furthermore, research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with the California State Standards. Students who lack a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it. "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. al, 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60).

AVID at Pleasant Grove - Research indicates the AVID program has a high success rate in helping students develop skills needed to attend college and to be successful in college. This is especially important for low income and first generation college students. A study conducted

by Guthrie and Guthrie in 2002 shows 89% of AVID students persist in college and 85% were on track to graduate in 4-5 years (Guthrie, L. F., & Guthrie, G. P. 2002).

PBIS, or Positive Behavior Interventions and Supports, is an evidence-based framework that develops positive behaviors leading to improved school culture and a better climate for learning. A study examining the impact of PBIS on school organizational health using data from a large randomized controlled trial of PBIS conducted in 37 elementary schools and longitudinal multilevel analyses on data from 2,507 staff revealed a significant effect of PBIS on staff reports of the schools' overall organizational health, resource influence, and staff affiliation over a 3-year period. Additionally, recent research indicates that schoolwide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety.

An EL Coordinator was hired to ensure that the needs of our English learners are being met. The EL Coordinator oversees academic testing and intervention programs for our English learners and also works with teachers and administrators to provide training on "designated and integrated" language arts instruction. This EL Coordinator also typically plans our annual multicultural festival and oversees our Summer Learning Program, which is designed to provide additional academic support to English learners, socioeconomically disadvantaged students, and Foster Youth. Due to COVID-19, these two programs have been suspended. They will be reinstated should we be allowed to conduct such programs in the future. During the pandemic the District is providing virtual parent trainings on Distance Learning, Mental Health, and other areas of need and/or interest from parents. Events such as "Mommy Nights" are being provided to give EL families an opportunity to connect and develop relationships with one another and school personnel.

According to the Institute of Education Science, instructional practices such as intensive vocabulary instruction, the integration of spoken and written English into content-area teaching, and small-group interventions for struggling students are most effective. (Educator's Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, IES Practice Guide, US Department of Education, 2014). Additionally, the California State Framework for English Language Arts and English Language Development specifically calls for the types of integrated and designated instruction that our EL coordinator supports.

A bilingual liaison was employed to improve English learners family connections. This employee creates home to school connections and helps ensure that our English learners and their families receive the support needed to be successful. (School, Family, and Community Partnerships, CalSTAT, 2015).

In order to support English language learner Frontier Virtual Academy students, a credentialed teacher will provide standards based designated ELD lessons, utilizing the ELD program within Benchmark, TEXTS FOR ENGLISH LANGUAGE DEVELOPMENT for EL students, by grade level, two days per week, for 45 minute sessions, via Zoom. The purpose of these lessons will be to create learners who effectively develop language proficiency, make meaning, build knowledge, express understanding, and gain a solid foundation of language and literacy. The Designated English Language Development will engage students with challenging text, model academic language use, develop oral English proficiency, explicitly teach Foundational skills, and language structures.

A behaviorist will serve unduplicated pupils and others outside this group. This individual, working in conjunction with behavior support para-educators, will provide services to students, teachers, support staff, and families to improve behaviors that obstruct academic and social

emotional learning. According to the American Psychological Association, when school-wide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80-85 percent of all students (Kratochwill et al, 2019) Additionally, functional behavior assessments are effective means of determining the purpose of student misbehavior and creating appropriate interventions (Scott et al., 2005).

Additional services, including school-based interventions, software, aides, professional development, and materials are provided to meet the needs of our unduplicated students.

RUSD developed a Tier II team approach to re-engage students who are not participating in synchronous and/or asynchronous lessons. This team is comprised of the Counselors, Administrators, Assistant Superintendent, Superintendent, and EL Coordinator. When a teacher has exhausted all means of connecting with a student and family (multiple emails, phone calls, etc.), the teacher reaches out to the District Office. Two team members are deployed to provide support. Barriers are determined for that individual, and strategies, resources, and supports created so that the student successfully engages. If we need to bring in aide support or the behaviorist, we make that determination. If the student needs to connect with a counselor, we arrange that as well. Who the child is helps determine which team members will continue to reach out in support. For example, if the student is an EL student, our EL Coordinator is the point person. If it is a homeless student, a counselor and one of the administrators are the point people, etc.

Tier II Distance Learning: RUSD Home Mentor Program Job Description:

The goal of the RUSD Home Mentor Program is to ensure that ALL students are actively learning, engaged with his/her teachers and digital classroom, and are completing as many assignments provided by teachers as is possible considering the myriad home environments each individual student has. As a home mentor program advocate, the purpose is to contact students and/or their parents who are not currently active participants in the RUSD distance learning program at a level commensurate with our knowledge of what the student is capable of producing. Suggested ideas for contacting students and parents:

1. Set up a weekly check-in time with student to connect with student via Zoom or phone
2. Gain access to teacher's Google Classroom and review student's tasks for the week via Zoom or phone
3. Set learning and/or socio-emotional goals with child via phone or Zoom for the day or the week
4. Check-in with the teacher weekly
5. Keep a log of phone calls and correspondence
6. Refer student to appropriate staff for students needing more intense services
 - * Mental health/depression
 - * CPS/concerns about neglect, abuse, etc.
 - * Principal
 - * Health/nutrition: Nursing staff
 - * Phone calls in other languages/translation services

Ideas: the most vulnerable students receive daily phone calls via a "home mentoring program" from one of the Tier II Home Mentor providers, and then the mentor sets up a schedule with student...or from teacher/mini lessons on phone, drop off boxes with work and two day wait period , and if needed, send out work packets in the mail (Mastery Charter schools in Philadelphia).

